SAN FRANCISCO UNIFIED SCHOOL DISTRICT
2006 PROPOSITION A BOND GREEN SCHOOLYARD PROGRAM

REQUEST FOR QUALIFICATIONS (RFQ)
FOR LANDSCAPE ARCHITECTURAL DESIGN SERVICES
FOR
CHINESE IMMERSION SCHOOL AT DEAVILA
1351 Haight Street
San Francisco, CA 94117

March 19, 2012
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I. INTRODUCTION TO REQUEST FOR QUALIFICATIONS (RFQ) SUBMITTAL PROCESS

The San Francisco Unified School District’s (SFUSD) 2006 Proposition A Bond Green Schoolyard Program and the Chinese Immersion School Green Schoolyard Committee are seeking Statements of Qualifications (SOQ) from qualified landscape architecture firms or teams to provide landscape architectural design and construction administration services. Teams are joint ventures that must be assembled prior to submitting a SOQ.

The provisions of the Public Contract Code Sections 10115 et Seq as defined in the State Allocation Board regulation 1862.12.5(g) for implementation of Disabled Veteran Business Enterprise Goals shall apply to design contracts of $75,000 and above. SFUSD requires submitters to engage in positive efforts to use DVBE sub-consultants and allow these sub-consultants the maximum feasible opportunity to compete for sub-contracts for the proposal. SFUSD requests Prime respondents to engage in good faith efforts to provide DVBEs with 3% of the contract for subcontracting opportunities.

Four (4) bound copies and one (1) digital PDF copy (on CD or DVD) of the response to this RFQ should be submitted in 8-1/2” x 11” format with any supporting material or documentation in a sealed envelope and delivered or mailed to:

Tamar Barlev, Assistant Project Manager
San Francisco Unified School District
2006 Proposition A Bond Green Schoolyard Program
135 Van Ness Avenue, Room 216
San Francisco, CA 94102

RE: Chinese Immersion School Green Schoolyard Project

All participating landscape architectural firms must have an existing primary working business location within a 25-mile driving radius of the city limits of San Francisco, CA.

Applicants shall submit SOQs by 2:00 PM on Wednesday, April 25, 2012.

Late submittals will not be considered.

1. Methodology of Contracting for Landscape Architectural Design Services and Basis of Fees

The District will provide a broad range of project management services including the oversight and management of the selected Landscape Architectural firms. The Landscape Architecture firm selected will be the Landscape Architects of Record for the Chinese Immersion School Green Schoolyard Project and will work directly with the Chinese Immersion School Green Schoolyard Committee and SFUSD staff to develop a design that meets the needs of the school community and the school district.
2. Administrative Requirements

The selected Landscape Architect will be required to complete and submit the SFUSD Professional Consulting Services agreement, DVBE forms, SFUSD Criminal Background Certification form and 2012 IRS W-9 form. The Professional Consulting Services agreement will be issued by the District’s Contracts Administrator after Board of Education approval has been obtained. The consultant’s fee and scope of work shall be outlined in the agreement. Compensation shall be on the basis of the approved lump sum agreement. A sample SFUSD contract is included in Attachment B.

Landscape architectural firms or each member of associations for joint ventures awarded a contract will be required to maintain, in full force and effect at their own expense, the following insurance policies with companies certified with the California Insurance Commission. Please include the name of your insurance provider in your SOQ.

- Worker’s Compensation Insurance in compliance with CA law
- General Liability Insurance ($1 million / per occurrence)
- Automobile Insurance ($1 million / per occurrence)
- Professional Liability (E & O) Insurance with limits not less than $1 million / per claim, annual aggregate.

If any policy is written on a Claims Made Form, the consultant must provide a project specific policy to continue the coverage for five (5) years beyond the date of the individual project completion.

With each contract each firm must provide the District with original “wet signature” certificate(s) of insurance that include the following:

A. The San Francisco Unified School District, its Board, Officers and employees shall be named as additional insured parties on General Liability and Automobile policies. Endorsements must be submitted with the certificate(s);
B. Should any of the above described policies be canceled before the expiration date thereof, the issuing company will provide written notice to the certificate holder a minimum of 30 days prior to said cancellation.

Additional Insured: San Francisco Unified School District, its Board, Officers and employees should be named as additional insured on General Liability and Automobile Liability by Endorsement, to be provided with Certificate, specifying the San Francisco Unified School District is noticed by the Company as an Additional Insured entitled to a 30-day written mailed notice. Such policies are primary insurance to any other insurance available to the additional insured, with respect to any claims arising out of this Agreement. Insurances apply separately to each insured against whom claim is made or suit is brought.

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1 Copies of your insurance policy are NOT required and should not be provide with SOQ submission.
3. Description of Project and Scope of Work

2006 Proposition A Bond funding provides for school building and site improvement which include: Americans with Disability Act (ADA) compliance; health, safety and building infrastructure improvements, and the greening of school yards. It is the greening of school yards that is the focus of this scope of work. The Landscape Architect firm or team chosen to work on this project will provide design services culminating in drawings and specifications that can be bid out to prospective contractors. The Landscape Architect firm or team will also be required to review and adhere to the SFUSD Project Standard Guidelines which will be issued at the start of the design process. If additional engineering expertise is required during the design process the Landscape Architect will acquire the additional consultants as an add-service to the contract between SFUSD and the Landscape Architect.

4. Description of Landscape Architectural Scope of Services

The scope of work includes reviewing the Chinese Immersion School’s Green Schoolyard Concept Plan created by Bay Tree Design (Attachment A), specifically phase one priorities discussed in the concept plan, and recommending any alternate and/or additional design features to be constructed within the budget constraints of this project. The design elements/priorities that are a part of this scope of work include:

1) Benches/seating elements
2) Design teaching elements within the green schoolyard
3) Determine placement of outdoor learning elements
4) Develop pathway systems
5) Determine landscaping needs for green schoolyard spaces

The Landscape Architect will be required to visit the site and perform a walk-through of the premises prior to submitting a proposal. Please contact Nicole Tai, reusemama@gmail.com or 415-690-0196 to schedule the site visit. Site visits can be scheduled between April 2, and April 13, 2012.

The total budget includes expenses associated with but not limited to: architectural and engineering fees, construction inspection services, testing services, construction and contingencies, and administration fees such as advertising, printing, bidding and permits. The total construction budget to implement the green schoolyard project is estimated to be $100,000, and assumes a 10% construction contingency for unforeseen conditions.

The Landscape Architect will work directly with Chinese Immersion School’s Principal, Green Schoolyard Committee and the Green Schoolyard Project Manager to establish and follow a project schedule based on issuing a Notice to Proceed for construction as early as possible. The Notice to Proceed with construction is estimated to be May 6, 2013.

Landscape Architectural Consultants Responsibilities:

   A) Conduct Project/Site Assessment:
      - Review Scope of Work requirements at Chinese Immersion School.
• Review the Concept Plan developed by Bay Tree Design green schoolyard committee. The content of this concept plan must be addressed/incorporated into the final design.

• Thoroughly **document existing conditions** in the areas that may be impacted by green schoolyard elements. Site assessments shall include identification of functioning water supply for irrigation installation.

B) Provide Design Development Services:

• Meet with District Representatives and school site staff, allowing the school to communicate essential project elements as well as review and adjust specific concept plan proposals.

• The selected landscape architecture firm must conduct at least two site visits and a minimum of four (4) to six (6) design development meetings with the school’s Green Schoolyard Committee prior to conducting the final design review meeting.

• Develop green schoolyard designs and ultimately corresponding drawings and specifications with the participation of the school’s green schoolyard committee. These designs **must** consider budget constraints. The project’s program and scope should be addressed and revised as necessary as priorities change.

• Provide cost estimates for project elements at 50%, 90%, and 100% completion.

• Facilitate DSA and other government agency reviews, approvals and permitting of project elements, if necessary. Fees for permits will be reimbursed by the Green Schoolyard Program from the project budget and will potentially impact the available funds for construction.

• Present the final review of project drawings and cost estimates to SFUSD Bond staff as well as the school’s Principal and Green Schoolyard Committee.

• Prepare construction Bid Documents at 50%, 90% and 100% completion for submittal and review. The landscape architect shall prepare and submit 100% complete Construction Bid Documents to the Division of the State Architect (DSA) for approval, if required, and make any recommended revisions.

• Assist in determining the number of additive alternates necessary to keep final construction costs under control.

C) Submit Final Construction Drawings, Specifications and Cost Estimates to SFUSD and others as necessary:

• Prepare and submit final drawings and design details (in hard copy and in high-resolution PDF format), specifications, and priorities that are approved by the
school’s Green Schoolyard Committee and Principal to the Green Schoolyard Project Manager for review by December 3, 2012. These documents should include:

- Existing conditions (verified in the field),
- Design sketches of all main concepts including color perspective and/or 3-D images and elevations necessary to illustrate design concept,
- Demolition plans, notes, legend, and details,
- Color landscape plan identifying hardscape materials, plantings and other site work elements,
- Planting Plan. A planting plan is required even if planting is not included in the contractor’s scope of work and should be included in the construction drawings. If planting is not included in the contractor’s scope of work the planting plan should be marked “Not in Contract.”
- Layout plan, notes, legends, and details,
- Grading plan, notes, legends, and details,
- Irrigation plans, notes, legends, and details,
- Construction detail drawings, notes, and legends,
- Color and materials booklet (min. 11” x17”) in color providing list and images of materials, plants, and product selections,
- Prepare and coordinate with SFUSD the Division 0 and Division 1 specifications provided by SFUSD into the bid documents. Prepare Division 2 and greater specifications,
- A cost estimate, and
- Incorporate hazardous materials mitigation documents (specifications and drawings) provided by District’s consultants into the final bid documents, if required.

- Submit a final set of drawings containing all edits & revisions in high resolution PDF format as well as final specifications for bidding to SFUSD document printing vendor, ARC (formerly Ford Graphics) Planwell department no later than February 14, 2013.

- Participate in the BID process (review and analysis) which will include attending job walks, responding to pre-bid request for information (RFI), preparing addenda, and obtaining DSA approval of addenda (as needed).

Please note that all designs and subsequent construction drawings must adhere to SFUSD Project Standard Guidelines. These standards will be provided to the selected landscape architect once the contract has been awarded.

D) Provide Construction Administration:

- Provide detailed information related to design, drawings and specifications as requested by SFUSD representatives and contractor.

- Visit site weekly during construction to review progress, quality of work, and conformance to intent of Contract Documents. If additional visits are needed to review layouts etc., this should be included and expected as well.
- Utilize District’s project management software to facilitate communication and track documents between the District, District’s agents and contractor. Relevant staff training on the District’s project management software will be necessary.

- Provide construction administration, including review of submittals, attendance at all job-walks, pre-construction meetings and weekly on-site meetings, preparation and implementation of DSA (and non-DSA) approved change orders with drawings, if applicable, respond to requests for information (RFI’s), issue Architect’s Supplemental Information (ASI), Informational Bulletins (IB) and clarifications, review contractor submittals, payment requests and proposed change-order (PCO) requests, and issue weekly field reports after each construction meeting.

- Compile punch list at Project Completion in conjunction with Contractor, Project Manager and Inspector.

- Participate in project close-out tasks which will include the preparation of a punch list, the review of warranties and guarantees, and the review of and approval of the final contractor payment. Assume a lead role in project close-out including DSA file closing (as needed), and submit copies of the following items as one hard copy and on 2 recordable compact discs (CD-R):
  - Scanned files of the Contractor’s redlined Field Set (hard copy) noting all approved changes made in the field during construction. The scanned files can be either on PDF or TIF format.
  - An editable, high resolution PDF format version of both the updated drawings and specifications, incorporating the “As-Built” redlines as noted above and received from the contractor recorded on site.
  - An AutoCAD format (version 2004 or later) version of the project drawings, and
  - The project manual (hard copy & PDF)

These items should include any related change orders, revisions, bulleeting, clarification drawings and sketches. These documents should bear a stamp and signature from the Landscape Architect of Record and DSA stamp of approval, if applicable.

- Inspect the project site 1 year and then 18 months after substantial completion, before the 2 year warranty period for the contractor expires.

5. District Responsibilities

- Any hazardous material (“hazmat”) related work or mitigation thereof will be the sole responsibility of the District. The landscape architect will coordinate the
documents provided by the District’s hazmat consultant into a complete package.

- Coordinating the bidding phase, including advertisement and distribution of bid documents.

- Coordinating the administration of the construction contracts including provisions of inspection, special testing engineers, industrial hygienists, construction management firms and specialty consultants, if required.

- The district will provide site topographic surveys, modernization hazardous materials reports, and geotechnical reports if available. As noted above, the landscape architect will work with the District to determine the scope of services required for the project.

II: DISTRICT PROCESS FOR CONSULTANT SELECTION

All responses to this RFQ will be reviewed by the green schoolyard committee. Those firms that qualify may be invited to participate in an oral interview and presentation with the green schoolyard committee. Specific information regarding the interview will be provided upon notification of the firm completing the preliminary screening.

Requirements for applicants include:

a) Landscape Architects Licensed in the State of California
b) A minimum of two (2) years experience in the design of green schoolyards, educational settings, and ecological landscape design

c) Experience in access design for educational settings

The District will accept written questions and comments from prospective consultants through Tuesday, April 17, 2012 close of business. The last addenda will be issued by Thursday, April 19, 2012. Any addenda will be posted to the District web-site.

The District and green schoolyard committee reserve the right to make a selection anytime during the selection process in the event that the District or the committee can readily make a clear determination and selection from the proposals without conducting an oral interview.

III: CONTENTS OF PROPOSALS AND EVALUATION CRITERIA

Submit four (4) bound copies and one (1) digital PDF copy on a CD or DVD of the SOQ to the following address by 2:00 PM on April 25, 2012:

Tamar Barlev, Assistant Project Manager
San Francisco Unified School District
2006 Proposition A Bond Green Schoolyard Program
135 Van Ness, Room 216
San Francisco, CA 94102

RE: Chinese Immersion School at DeAvila Green Schoolyard Project
The total **maximum** length for proposals is 20 pages, including text (Ariel or equivalent, 10-point font minimum), illustrations and other documentation. **Points will be deducted if a proposal exceeds this page limit.**

Please provide the following information, **in the order outlined and numbered below.** Proposals will be carefully reviewed and scored based on the information you provide. Adherence to proposal requirements is worth 10% of the total score. **Points will be deducted if requested information is not included.**

1. Introductory/Cover Letter (maximum length 1 page)
2. Professional Qualifications and Relevant Experience.
   Chinese Immersion School will use the following selection criteria to evaluate each applicant (100 points maximum):
   - Rapport /Experience/ Ability to work with the committee and school (20 pts.)
   - Experience and examples of work done with local subcontractors of water sculpture, play sculptures, muralists, tile mosaic artists, and carpenters with custom sustainable cabinetry/storage expertise. (15 pts.)
   - Experience designing green urban schoolyards and urban educational gardens; knowledge of how gardens and outdoor elements may be incorporated into curriculum; understanding of master plan priorities; understanding of school’s unique culture and academic experience. (10 pts.)
   - Sustainable design expertise; knowledge of native and drought-tolerant vegetation, drip irrigation, and sustainable harvested, produced and healthy materials (10 pts.)
   - Demonstrated ability to meet budget and schedule (15 pts.)
   - Fee (20 pts.)
   - Adherence to RFQ requirements (10 pts.)

The following section should address the afore-mentioned criteria while also providing:

   - The full name and address of the firm or team
   - The name and phone number of a designated contact person
   - **List** of all credentials, certifications and licenses (including credential, certificate and license numbers). Copies are NOT required and should not be included in the SOQ submission.
   - A description of the firm’s professional qualifications and experience, including those of any sub-consultants, in order to clearly demonstrate your ability to successfully furnish the landscape architectural/design services described in this RFQ.
A discussion of the firm’s understanding of the landscape architectural/design services required for this project and the firm/team’s ability to meet these requirements.

Provide a reference list of not less than 4 clients of the firm and/or joint venture group. This list should include clients for whom your firm has provided similar architectural design work during the past four years. This reference list should include:

- the clients’ name, addresses, contact names, telephone numbers,
- a brief description of each project,
- project duration (please note whether project completed on schedule)
- an original budget and schedule, and
- a final cost and schedule for each referenced project.

IMPORTANT: If all of the information requested is not provided, points will be deducted.

There should be a clear focus on projects done on public school grounds that emphasize schoolyard greening. Be sure that the contact person listed is able to speak about your firm’s involvement/performance.

Provide a list of projects each valued between $50,000 - $100,000.

Citations, Disbarments and Claims: Provide a statement describing any and all of the following which the landscape architect has received in the past three (3) years (maximum length; 2 pages):

- “Claims” – Both insured and uninsured claims which have been paid for errors, omissions, or defects in work product or activities provided or performed by the company.

This statement must be signed by an officer or principal of the architect’s company and accompanied by the statement “Under penalty of disbarment I certify that this information is complete and accurate.”

- Should the landscape architect not have any claims the landscape architect should provide a statement to this effect, signed and certified in the fashion described above.
- Should the landscape architect not have been in business for three years, the history of claims for all of the company’s principals and officers must be provided to equal the required three year period.

IMPORTANT: IF THIS STATEMENT IS NOT INCLUDED AND SIGNED BY THE APPROPRIATE OFFICIAL, POINTS WILL BE DEDUCTED!

3. Project Team

Provide the names of the principal-in-charge and the assigned staff members who will comprise the core of your firm’s Project Team. Please provide brief resumes for the key members of your Project Team including years of experience in the following practice areas:
If members of your team have other relevant certifications (LEED, ARCSA, etc.), be sure to list them.

4. Proposed Fee, Basis of Charges and Name of Insurance Companies:

Submit a fee proposal (see Attachment D) that covers the costs of undertaking all of the tasks specified in the Scope of Work, using the project duration information provided. The proposed fee should be based on a lump sum and should include a schedule of values. The consultant should also include the firm’s unit hourly rate. The proposed fee shall include all associated costs for the following but not limited to materials, equipment, travel, pager services, phone service calls, reproduction, mailing, and profit. Payment will be approved on a performance basis for a total figure not to exceed the fee set for the project. Attachment D illustrates the requisite format and information that must be included in the fee proposal.

- Provide a list of the insurance companies with which your firm/team holds relevant policies.

5. Agency, Relevant Code and ADA Experience

Please briefly discuss your firm’s specific experience over the last five (5) years with EACH the following:
- Division of the State Architect
- California Building Code including Title 24, California Code of Regulations as it applies to educational building construction
- Americans with Disabilities Act (ADA)
- California Green Building Standards Code

IMPORTANT: CLEARLY STATE SPECIFIC EXPERIENCE WITH THESE AGENCIES/CODES IN THE LAST FIVE YEARS. GENERAL STATEMENTS RELATED TO EXPERIENCE WITH THESE AGENCIES/CODES WILL RESULT IN LOST POINTS.

IV: RFQ/Project Schedule:

Assuming Construction takes place during the summer 2013, the estimated schedule is as follows:

- Required site visit by Landscape Architectural firms 4/2/2012 – 4/13/2012
- Final RFQ Questions due to SFUSD, 2:00 PM PST 4/17/2012
- SOQ submissions due to SFUSD, 2:00 PM PST 4/25/2012
- SOQ evaluation & Landscape Architectural firm interviews by Green Schoolyard Committee 4/26/2012 - 5/18/2012
- Communication of selected Landscape Architectural firm due to Project Manager, 2:00 PM PST 5/21/2012
- Landscape Architectural firm tentatively identified 5/22/2012
- Anticipated approval to award landscape design services contract by Board of Education 6/12/2012
- Professional Consulting Agreement (contract) due to SFUSD 6/22/2012
- Estimated start of design process with site 8/27/2012
- Deadline to submit 100% completed Bid Packages (drawings & specifications) to SFUSD for review 12/3/2012
- Construction project advertised to public (week of) 2/4/2013
- Final Bid Packages submitted to printers 2/14/2013
- Final Bid Packages available to public for purchase and review 2/18/2013
- Estimated dates for job walk 1 with contractors (week of) 2/18/2013
- Estimated dates for job walk 2 with contractors (week of) 3/11/2013
- Estimated dates for construction project bid opening (week of) 3/25/2013
- Anticipated approval to award construction contract by Board of Education 4/23/2013
- Estimated date to issue Notice to Proceed (NTP) to contractor 5/6/2013
- Estimated date to hold pre-construction meeting with construction team (week of) 5/13/2013
- First day of construction 6/3/2013
- Substantial completion for construction 8/2/2013
- Final completion for construction 9/1/2013
- First day of school for the Academic Year 2013-2014 8/19/2013

The District reserves the right to modify the project’s schedule as necessary.

For questions or requests for clarification, direct your inquiries to Tamar Barlev at the address specified in “Submit Bids” or by phone at (415) 241-6152 ext. 1577. Your proposal will be evaluated by the Chinese Immersion School’s Principal and Green Schoolyard Committee.

**Notes:**
All proposals, project drawings and specifications become the property of SFUSD.

Verbal responses to questions regarding this RFQ shall in no way change or modify the RFQ requirements.

Proposers shall not be reimbursed for any costs associated with the preparation of proposals in response to this RFQ.

The District reserves the right, at its sole discretion, to modify RFQ requirements, cancel the selection process or amend the schedule.

**V: ATTACHMENTS**

A. Chinese Immersion School at DeAvila Green Schoolyard Plan report and Concept Plan created by Bay Tree Design
B. SFUSD Sample Contract
C. DVBE Requirements
D. Fee Proposal Format

VI: DOCUMENTS AVAILABLE FOR REVIEW

Other information pertaining to work at specific school sites is available through review of the following documents:

1. 2006 Proposition A Bond Language:
3. SFUSD Project Standard Guidelines – Emailed upon request
CHINESE IMMERSION SCHOOL AT DE AVILA
GREEN SCHOOLYARD PLAN

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
2006 PROPOSITION A BOND
NOVEMBER 16, 2011

PREPARED BY:

BAY TREE DESIGN, inc.
environmental planning & design . ecoschool design® . edible landscapes
berkeley . california . 510.644.1320 . www.baytreedesign.com
GREEN SCHOOLYARD PLAN PARTICIPANTS

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Lori Shelton, Project Manager, Green Schoolyard Program
Ryan Henderson, Senior Project Manager, SFUSD 2006 Proposition A Bond Modernization

CHINESE IMMERSION SCHOOL AT DE AVILA
Rosina Tong, Principal*

PARTICIPATING FACULTY & STAFF
Amy Chow
Stella Lau*
Stephen Lau
Sandy Ma
Sauphong Voong
Aimee Yu
Mei-Yi Yu

PARTICIPATING PTA & COMMUNITY MEMBERS
Sheila Anastas*      Amber Leung
David Bruce         Patty Liang
Derek Emmons        Heidi Queen
Claudia Galdamez    Leo Situ
Heidi Hartsough     Kimberly Swan*
Amy Lam*            Walt Szalva*
Robert Lam          Nicole Tai* (committee chairperson)
Monika Larson*      Emily Wu

PARTICIPATING STUDENTS
Approximately 20 students from kindergarten to second grade participated in the favorite places mapping exercise.

* = Green Schoolyard Committee members

BAY TREE DESIGN, INC.
Sharon Danks, Principal
Lisa Howard, Principal-in-Charge
Mary Pearsall, CAD Assistant

2927 Newbury Street, Suite B
Berkeley, California  94703
510.644.1320
info@baytreedesign.com
www.baytreedesign.com

Photographs by Bay Tree Design, inc.
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Appendix B: Site Walk Maps
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Appendix D: Children’s Favorite & Least Favorite Places
Appendix E: Remembering our Roots (By Derek Emmons, Friends of the Urban Forest. Included with permission from the author.)

STAND ALONE ITEMS

11x17 Poster: Green Schoolyard – Project Summary
11x17 Poster: Green Schoolyard – Design Process Summary
2006 PROPOSITION A BOND PROCESS

In February 2011, the school community at the Chinese Immersion School at De Avila (CIS) began a participatory schoolyard design process as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of this bond-funded project is to enrich the school grounds with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting, and comfortable environment for students and adults.

The SFUSD 2006 Proposition A Bond program is contributing $150,000 to “green” CIS’s schoolyard. The concept plan for this renovation was developed using a participatory design process that included CIS’s teachers, PTA family members, students, and other members of the local community, assisted by environmental planner Sharon Danks and landscape architect Lisa Howard of Bay Tree Design, inc. This initial planning phase, completed in May 2011, resulted in a concept plan that is intended to guide the future development of the school’s gardening program, outdoor classroom spaces, and play areas in the years to come.

The green schoolyard planning process at CIS coincided with the design phase for the architectural modernization of this school site, also underway with 2006 Proposition A Bond funding. This timing made it possible for some of the ideas in the concept plan to be incorporated into the architectural modernization work for the school site, in progress at this writing. Landscape architect Lisa Howard of Bay Tree Design created a layout plan to assist with the integration of these ideas into the broader modernization plans. When the school’s modernization construction is complete, some of the elements in the green schoolyard concept plan will have been implemented.

The remainder of the concept plan for the green schoolyard is more ambitious than the bond funding will be able to cover, so the school community has expressed their priorities and determined which areas they would like to develop first, using their green schoolyard bond funds. (This portion of the project is referred to as “Phase One” in this report.) The school community intends to raise additional funds in the coming years to continue to develop the yard according to the plan.

The next phase of work on the ideas in the green schoolyard concept plan will begin with the school community’s selection of a landscape architect, who will work with them to develop the design in more detail for the Phase One area(s). The landscape architect will build on the ideas in the concept plan developed during this phase, prepare cost estimates, and identify the more specific scope of work to be constructed using the bond funding. The landscape architect will then develop construction documents for the areas to be built and provide construction administration for these areas. It is anticipated that the infrastructural elements of this project (pathways, irrigation, and other major construction) will be accomplished by professional contractors and that smaller portions of the planting and light construction may be accomplished by the school community with the help of neighborhood organizations and volunteers.

GREEN SCHOOLYARD COMMUNITY

The goals, objectives, spatial layout, and implementation priorities for this green schoolyard plan were defined by a committed group that included the principal, the Green Schoolyard Committee, teachers, PTA representatives, and other community members. Many of these dedicated individuals regularly donate their time to help the school and were active throughout the process. Over time this schoolyard will flourish because of the supportive principal and dedicated school and community volunteers.
PROJECT KICK-OFF

In February 2011, the Proposition A Bond’s Green Schoolyard Project began with a meeting to discuss the idea of enhancing the school grounds with Principal Rosina Tong, parent Nicole Tai, Lori Shelton from SFUSD’s Green Schoolyard Program and environmental planner Sharon Danks of Bay Tree Design.

In March 2011, landscape architect Lisa Howard and Sharon Danks of Bay Tree Design led two kick-off meetings with the school’s faculty and the PTA to begin the participatory design process. The school community used these meetings to articulate their overall goals for the future of their outdoor spaces and created a list of project ideas. Principal Rosina Tong and seven faculty members attended the teachers’ kick-off meeting, and eight members of the school community attended the PTA kick-off meeting.

Each kick-off session opened with an explanation of the Proposition A Bond’s green schoolyard program followed by Bay Tree Design’s schoolyard ecology slideshow. The slideshow illustrated some of the approaches that other schools have used to enhance their school grounds and encourage schoolyard ecology, as well as a variety of ideas for enlivening outdoor learning and diversifying play. After the slideshows, the teachers and parents brainstormed ideas that they would like to see on Chinese Immersion School’s grounds. (The PTA members added their ideas to the lists created by the teachers earlier in the month.) After the lists were complete, each participant received a group of stickers that they used to “vote” for their top priorities. Participants were allowed to spread out their votes, or to put more than one sticker on a specific item if they felt strongly about it.

A complete list of the ideas generated during the Proposition A Bond’s kick-off meetings is included in Appendix A: Goals & Ideas for the Green Schoolyard, along with information about how many votes each idea received. This list of ideas was later used to develop a mission statement for this project and to identify specific project goals.

GREEN SCHOOLYARD MISSION STATEMENT

CIS’s Green Schoolyard Committee developed the following mission statement for this project:

“The green schoolyard at CIS at De Avila seeks to transform each yard and space into an outdoor learning environment, inspiring students to become ecologically responsible local and global citizens.”
GOALS & KEY PROJECT IDEAS

To achieve their overall objective of improving the children’s learning and play environment, the community at Chinese Immersion School at De Avila developed a set of goals, striving to create a more comfortable, beautiful space grounded in local ecology, with strong educational opportunities, and a wide array of recreational options. Their goals and some of the key project ideas from the brainstorming sessions are as follows:

CREATE COMFORTABLE ZONES FOR CONTEMPLATIVE & IMAGINARY PLAY

- Comfortable area(s) with shade
- Chalkboards for art play
- Camperdown elm tree, with hanging branches for creative play and quiet time

DESIGN THE SCHOOLYARD TO INCLUDE THE WHOLE SCHOOL COMMUNITY

- Creative play elements in the recess yards
- Vibrant, welcoming entrance on Waller, to direct people to the door
- Play elements at different heights for students of different ages (basketball hoops, ping pong, etc.)

DESIGN THE SCHOOLYARD TO BE LOW MAINTENANCE & ECOLOGICALLY SOUND

- Stormwater harvesting system with a cistern, for use in the garden
- Solar panels
- Composting

GROW EDIBLE FOODS FOR LEARNING & CONSUMPTION

- Vegetable garden with a kitchen, outdoor sink, Chinese vegetables, and garden beds on wheels
- Fruit trees, including a lemon orchard for harvesting lemons for lemonade
- Barbeque pit/area to cook foods onsite
- Picnic area to eat foods outdoors
- Greenhouse
- Chickens

TEACH AN APPRECIATION FOR NATURE & BRING NATURE TO THE CITY

- Nature area for learning and play, including: tree round seating, leaves, and herb garden
- Pond with frogs
- Quiet areas with greenery (bamboo, big trees), tree stumps, mulch, and space for games such as chess in areas used for recess
- Habitat-themed play area, e.g. “nest” style playhouse on an upper level with a painted tree mural on the retaining wall below
- Forest plantings

INCORPORATE ELEMENTS OF CHINESE CULTURE

- Moon phases timeline (lunar calendar), with holidays marked
- Animal-shaped bench, possibly in the shape of the school’s mascot (a phoenix)
- Mulberry tree and other plants tied to Chinese culture (e.g. cherry blossoms, Chinese firecracker)
INSPIRE THE SENSES & DEVELOP MULTIPLE AREAS OF THE BRAIN

- Five senses garden with plants of various textures and scents (lamb’s ears, rosemary, mint, etc.)
- Murals and mosaics with color, vibrancy and presence

RESPOND TO THE MULTI-LEVELED CONFIGURATION OF THE SCHOOL SITE

- Soften the retaining walls using vines and murals; use as an asset where possible (e.g. handball)
- Use three dimensional panels to block the wind (in the shape of a maze; movable)
- Use a waterfall as a natural sound to mask urban sounds (near ramp; as a water play feature)

CONNECT THE SCHOOLYARD TO THE SCHOOL’S CURRICULA

- Weather station and windsocks
- Painted learning elements, added to the asphalt including: a compass rose, maps, a labyrinth, and sundial/solar calendar (similar to Hopland’s Solar Living Center)

KEY SITE WALK FINDINGS

In March 2011, the CIS Green Schoolyard Committee worked with Bay Tree Design to examine the existing physical conditions and uses of the school site. Some of the issues discussed included: the existing uses for each area of the yard, pedestrian and vehicle circulation, schoolyard ecology, outdoor infrastructure, and opportunities for improvement. The information gathered during this site walk (shown below) was mapped in diagrammatic form to convey the most important findings to the rest of the school community and inform the design process. Copies of these maps are included in Appendix B: Site Walk Maps, and a summary of the most important findings are below. The base map used to record our site walk findings reflects the current configuration of the school grounds as they appeared during our walk. (In contrast, we used the base map for planned modernization work to create the concept plan, developed later in Spring 2011. That plan reflects the most current modernization plans at the time the drawing was created.) Photographs of the school site, taken by Bay Tree Design, inc. in Spring 2011, are included in Appendix C: Photographs of the School Grounds.

Principal Tong and members of the CIS Green Schoolyard Committee walked around the whole school site with Sharon Danks of Bay Tree Design to record information about the school grounds. Members of the committee helped to take notes about our findings as we walked.
SCHOOL LOCATION & PHYSICAL CHARACTER

Chinese Immersion School at De Avila is located roughly in the center of the City of San Francisco, near Buena Vista Park, and close to the Panhandle and Golden Gate Park. The school is perched near the top of a tall hill in the Haight-Ashbury district, with the front/main entrance on Waller Street more than thirty five feet above the back/lower entrance on Haight Street. Since the grade change is so substantial from the front to the back of the site, the schoolyard has been divided into seven distinct spaces along the east and west sides of the school, separated by tall retaining walls. Each yard is at a different elevation, and they are connected to one another by a series of tall stairways. The yards can also be accessed via doors on various levels of the building. All of these spaces are surrounded by the tall walls of the school building and neighboring residential areas to the east and west, and by retaining walls to the north and south—making each of these spaces feel like enclosed, outdoor “rooms”, cut off from the surrounding city landscape. There are no trees in these yards, although some include wine barrels planted with edible plants and flowers. This report refers to the seven yards by number (Yards 1-7), as shown in the diagram below. The enclosed play areas of the schoolyard (Yards 1-7) are approximately 28,300 square feet in size.

Two, additional, small yards are located on the building’s north side, along Haight Street. These yards have the building to their south and a tall chainlink fence to the north, along the Haight Street sidewalk. The lower entrance to the building is located between these two small yards. Each of these fenced spaces are planted with trees and adored with colorful mosaic tile murals. However, they are only lightly used due to their proximity to Haight Street and its dynamic street life.

The SFUSD 2006 Proposition A Bond modernization program was in the process of designing the architectural upgrades to this site while the green schoolyard planning process was underway, and it is underway at this writing. The planned changes that will impact the outdoor spaces onsite will include: adding wheelchair accessible ramps between the school building and the playground in Yards 1 and 5; moving the large, concrete amphitheater in Yard 3 from north side of the yard to the south side of the same yard (while making it wheelchair accessible); and adding some of the planting spaces and seating shown in the green schoolyard concept plan, as the budget allows.
MICROCLIMATE VARIETY ONSITE

Since the schoolyards at CIS are on the east and west sides of the school building, surrounded by tall building walls, their microclimates are strongly influenced by the shade cast by these nearby structures. The yards to the east of the school building generally receive more sunlight than those on the west side due to the placement of the adjacent residential buildings and the topography. Yard 3 receives sunlight for most of the day since it is at a high elevation and is not surrounded by tall buildings. Yards 1, 2 and 4 are also fairly sunny, but receive most of their direct sun in the mornings. The yards on the west side of the school receive some sun during the middle of the day—but these spaces are in the shade of the school building or the neighboring homes for most of the day, year-round. Both sides of the school are buffeted by winds that blow up the hillside, but the school community reports that the west side often feels cooler since it is both windy and shady. All of the yards are exposed to rain, and only Yards 1 and 5 have small, covered areas that protect small outdoor spaces from precipitation.

EXISTING USES OF EACH YARD

The Chinese Immersion School at De Avila is a new program, founded in 2009, that provides dual immersion classroom instruction in Chinese and English. The school began in 2009 with students in kindergarten and first grade, and is in the process of adding one additional grade level each year. In the 2010-2011 school year, the CIS included children in kindergarten through second grade. The school will continue to add grade levels through fifth grade, and is also working with SFUSD to consider extending the school’s program to include students through grade eight. Notes below about the manner in which the schoolyard is currently used thus reflects the way it is used by the current kindergarten through second grade population, and the fact that the school now has far fewer students than it will in the near future.

The descriptions below begin at Yard 4, near the school’s main entrance on Waller Street, and travel counter-clockwise to Yard 7. Photographs of these areas are included in Appendix C: School Ground Photographs.

Yard 4 – Upper East Yard along Waller Street

Yard 4 is adjacent to the school’s main entrance on Waller Street, and is mostly used for pedestrian circulation, rather than as a destination. Some gardening activities occur in this small space, and it is also currently used for bicycle racks, although they will be moving to another location soon. The school’s flagpole is located in this yard.

Yard 3 – East Yard with Amphitheater

Yard 3 is currently accessed from Yards 2 and 4 via a tall staircase that runs between these three spaces. A substantial concrete amphitheater is currently located in the northeast corner but it will be relocated to the south side of this yard after the modernization work has been completed. (The new design will also make the amphitheater and Yard 3 wheelchair accessible.) Yard 3 is currently used as a space for active play including basketball games and hopscotch, and children enjoy making up imaginative games while playing in the amphitheater at recess. The amphitheater is also used for school assemblies.

Yard 2 – Middle East Yard

Yard 2 is located below Yards 3 and 4 and above Yard 1, so it is surrounded by tall retaining walls to the south and east sides. This space is currently used to gather the whole school for morning assemblies, and it is an important play space for recess. Yard 2 is also currently used as an event space for school fairs, parades, and other events that need wide open space. The north end of the yard is particularly sunny and is also used for gardening in raised beds.
**Yard 1 – Lower East Yard**

Yard 1 currently contains a play structure with a rubber safety mat, a storage container for PE supplies, and two semi-enclosed covered areas that lead into different parts of the building. This space is used by all grades at lunch recess. Active play occurs all around the yard, and children’s imaginative play is centered underneath the play structure where it is less likely that the children will be hit by flying balls. Playworks runs PE classes and games in this yard. Portions of the asphalt are striped for games such as hopscotch. Some gardening supplies are stored near the northeast corner of the yard, near the stairway that leads to Haight Street.

**Haight Street Yards**

Two, small, fence-enclosed yards are at the far north end of the school site, along Haight Street. They are not used as recess play spaces or for other activities due to their proximity to the colorful street life along Haight Street. Both of these yards are shady, due to trees planted onsite, and both include vibrant mosaic tile work along the walls of the building and nearby school entrance. The school community has found items related to drug use, human urine, and other unsavory items in these fenced yards—so they do not plan to use them for activities that involve children.

**Yard 5 – Lower West Yard**

Yard 5 is located on the west side of the school site, between the western Haight Street Yard and Yard 6. This space is currently used by the after school program, since it receives the most light in the afternoon. A small semi-enclosed “porch” space at the north end of the yard currently houses a piano and a pretend kitchen, which lends itself to imaginative games. The yard is painted with sports games in mind and includes basketball hoops and other games. There is a full kitchen in the main building just off the portico in this yard.

**Yard 6 – Middle West Yard**

Yard 6 is a large, wide-open space that sits at a higher elevation than Yard 5, and below Yard 7. It is used for PE classes and is currently striped with a running track and ball games. The after school program sometimes uses this space for their activities.

**Yard 7 – Upper West Yard**

Yard 7 is a very small space in the southwest corner of the school site, at the highest elevation of the western yards. It is sometimes used by the after school program as a location for gardening, despite the cool, windy microclimate here. In the school’s new configuration, after modernization, the principal’s office will be located next to this yard.

**PEDESTRIAN & VEHICLE CIRCULATION**

The busiest pedestrian entrance at the school is in the front of the building on Waller Street. Pedestrians also enter the school site through the lower entrance at the north end of the building on Haight Street. Pedestrians entering the building on Waller go inside through the main entry doors (at the sidewalk) or by walking through a gate that leads through Yard 4, then down the stairs to Yard 2 and into the school through doors on the east side of the building. The whole school congregates in Yard 2 for morning assembly, as well, so this is the most common morning destination. The doors to the girls’ and boys’ restrooms in Yards 1 and 2 are used frequently during recess.
Bicycles are parked near the main entrance on Waller Street (and for part of the time this project was underway, at a bike rack in Yard 4, which has since been removed). At the time of this writing, there aren’t any formal bicycle parking places on the Haight Street side of the school, which means that bikers have to take their bikes all the way up the hill to the Waller Street side, or park them informally inside the locked Haight Street Yards. This situation is addressed in the concept plan.

Cars deliver students to the school along Waller Street and wait for them there after school. This school is not served by school buses on a daily basis. For field trips, school buses do line up along the front of the school on Waller Street. Some students are delivered to the school by their parents who walk to the site or take public transit. Many of these students and their parents arrive at school using the Haight Street entrance.

Vehicles cannot enter the site due to the substantial grade changes. Deliveries are brought to the school through the ramp near the main entrance on Waller Street, using hand carts. (Delivery trucks park on the street.) Recycling bins are also rolled in and out of the main entrance on Waller Street. Garbage bins are stored in the passageway between Yard 1 and Haight Street, and the bins are wheeled out to Haight Street for pick up.

WATER SOURCES

Our green schoolyard committee walked around the school and noted the hose bibs we encountered along the way. As shown in Appendix B’s Schoolyard Ecology and Infrastructure map, we found one hose bib each in Yards 1, 2, 4, 5, 6, 7, and both of the Haight Street Yards. We did not see a hose bib in Yard 3. Since the concept plan includes space for gardens and planted areas, water access for each yard should be evaluated to see if it is adequate. Please note: Our site walk team did not check the hose bibs that are marked on the Schoolyard Ecology and Infrastructure map (Appendix B) to make sure they were operational. It is likely that the school will need to add a hose bib to Yard 3 if gardening activities are planned for this space.

OPPORTUNITIES & CONSTRAINTS

During the site walk, the green schoolyard committee identified some areas of opportunity and constraint onsite. The map on page 10 includes these zones and the following text describes the main themes we found. Please note that the base map used for this diagram reflected the modernization plans as they were drawn in April 2011. As of this writing in mid-June 2011, the plan for modernization work onsite has now been updated to include some of the features of the concept plan developed during the green schoolyard design process.

Constraints

During the design workshop, we assumed that the wheelchair accessible ramps and pathways designed by CSDA Architects (the firm working on modernization plans for the site) were fixed components of the future site design. The existing play structure and the perimeter security fence around the school grounds were assumed to be fixed components of the school site. We also assumed that the layout of utilities in the Haight Street Yard were fixed components. The school building, retaining walls, and stairways were also assumed to be fixed features of the site.

We noted that the rubber mats shown underneath the play structures planned for Yards 1 and 6 are larger than required for the fall zones, so we considered the space within the required fall zone a constraint—and the space outside of the fall zone (on the mat) as a potential opportunity for change. Similarly, for the purpose of the design workshop, the site walk group also wanted to consider moving the play structure to Yard 5 (before the plans were finalized) and reconfiguring some of the planned trees and seating in Yard 5.
Opportunities for greening

The site walk group mentioned that the school already had plans to create gardens in Yards 4 and 7, so those spaces are shown on this map as places for potential greening. Yard 7 was noted as a windy location, so a wind buffer/forest was suggested to help block the wind. Yard 4 was envisioned as an opportunity for adding garden beds in places around a central, wheelchair accessible pathway.

Nearby, Yard 3 was also seen as a place to add greenery since it receives quite a bit of sunlight and also has some spaces that are set aside for greenery within the amphitheater. The space along the western wall was identified as a potential location for plants since it is in the sun and out of the way of ball games. The perimeter of this yard to the north and east were identified as locations for vertical greenery, to help mask the surrounding, tall building walls.

Yard 2, the current location of many of the school’s raised planting containers was seen as an opportunity for a large green space, to take advantage of the sun. Planned planting containers in Yards 1 and 5 were also identified as potential places for the school community to engage their plans for curriculum-tied plantings.

Opportunities for additional uses

There were also many ideas for this schoolyard’s opportunities that go beyond greenery to include other changes in the way the yard functions. The school community would like to balance active play with other types of learning and play opportunities. Since the majority of the site is currently used for active play, this meant that we needed to evaluate the schoolyard to find the areas that are best suited to ball games, so that those spaces can remain paved for physical education and related sports play, allowing other spaces to be developed in a different manner. The primary PE spaces planned for Yards 2, 3, and 6, are shown in yellow on the opportunity and constraints map to note that they need to continue to serve the PE program and the students’ desires for ball games, but portions of these spaces could be used for other things as well. The yellow areas of Yard 5 were also shown on the map as opportunities to reconsider the placement of trees and site furniture (before the design was finalized for this part of the modernization process).

There are also other underutilized pockets of the school grounds that could be repurposed or enhanced to allow for additional uses while they continue to serve their existing purposes. For example, the space in the Haight Street Yards, while difficult to use as outdoor classrooms, could be employed to store bicycles and bicycle racks at this lower elevation, behind locked fences. The modernization work will change the configuration of the Haight Street entrance, so the map also shows an opportunity to add additional artwork to this area when their work has been completed. All retaining walls onsite were also seen as opportunities to add artwork (such as murals and mosaics), greenery, and vertical play and learning elements.
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

In March 2011, Bay Tree Design developed a mapping activity to solicit children’s feedback about the current configuration of the schoolyard. Green Schoolyard Committee volunteers visited classes in all three grade levels (kindergarten through second grade) and interviewed students. A total of approximately 20 students participated, representing all three grades.

To complete this activity, the adult Committee members asked each student to identify their favorite and least favorite outdoor places at school. Each child’s answer was recorded anonymously using a single green dot for their favorite place and a single red dot for their least favorite place. The reasons for these likes and dislikes were also recorded on the maps, as brief phrases. Copies of the maps produced during this exercise are included in Appendix D: Children’s Favorite & Least Favorite Places.

RESPONSES BY GRADE LEVEL

Only one kindergartener’s response was recorded, and he/she picked the play structure in Yard 1 as the favorite location onsite.

Twelve first graders participated in the mapping exercise. Their favorite places included many comments about having open space to play ball, run around, and be in the sun in Yards 1, 2, 3, 5 and 6. Many of these children also commented that these yards were their favorite because they are close to the bathroom. Some children also commented that their favorite spaces were the out of the way areas away from the ball zones, such as the “porch” in Yard 5 and the amphitheater stairs in Yard 3.

The first graders’ least favorite places were areas that made them feel cold (Yards 5 and 6), places without enough things to do (Yards 2 and 3), places that are too small for running (Yard 1), and areas that are too far from their room (Yard 2). A couple of comments also focused on the play equipment being the wrong size (basketball hoop on the south side of Yard 5 is too high) or problematic for them in some way (slide in Yard 1 has too much static).

Seven second graders participated in this exercise. Their favorite places were all areas where the play structure is or where ball games are played. The group that was surveyed seems to like basketball, wall ball, and the monkey bars. The children don’t like places onsite that are broken or make their play less enjoyable. They commented that they did not like the broken drinking fountain in Yard 6, or a place where their balls are lost to the stairway at the bottom of Yard 5, or the static on the slide in Yard 1.

None of the children interviewed had any favorite or least favorite comments for Yards 4 or 7 at the top of the site or (not surprisingly) the yards along Haight Street, where they are unlikely to spend time.
PARTICIPATORY DESIGN WORKSHOP

A group of ten PTA volunteers and school staff members, including Principal Tong, met in April 2011 to participate in a design workshop organized by Lisa Howard of Bay Tree Design, inc. During the workshop, participants collaborated to create a draft design for the school grounds, combining the ideas generated during the project’s kick-off discussions with the site analysis research and children’s feedback.

PTA members and school staff collaborated during the design workshop to create a design for their schoolyard.

DESIGN IDEAS FROM THE WORKSHOP

This group worked on the site design by focusing on the ideas generated in the kick-off meetings, the opportunities and constraints map and the school administration’s decision to divide the schoolyard by grade level. The school administration has decided to develop two of the three yards on the west side of the building (Yards 5 and 6) as recess areas for the younger students, and three of the four yards on the east side of the building (Yards 1, 2, and 3) to be used as recess spaces for the older students. This choice greatly influenced the group’s selection of layout options and programmatic elements during the workshop. In addition to the recess uses, the group considered the P.E. uses of the playground, curriculum ties, and the school community’s relationship with neighbors and the surrounding community while designing their plan.

At the front of the school on Waller Street the design workshop group suggested greening and beautifying the entrance with plants, new paint and a mosaic on the building, and making the main entrance to the schoolyard the stairway near Yard 4.

In the upper east yard, the group proposed making Yard 4 the official ADA entrance to the schoolyard and adding a vegetable learning garden with teaching beds, a storage shed, and an onsite compost bin.

In the east yard with the amphitheater, Yard 3, the group suggested using the existing open space for active ball play and P.E. activities. The group suggested using the new amphitheater in this yard as a quiet area during recess times. The amphitheater would be adorned with mosaics on the seating and stairs, board games painted on the top seating level, a library cart (with books, puzzles, and games) delivered at recess, and a green area behind it. The green area would be a dappled shade enclosure with grasses on the ground. The yard would be lined with bamboo on the north and east edges to enclose it from the neighboring residential buildings, and an animal bench would be tucked into the bamboo.

In the middle east yard, Yard 2, the group suggested maintaining open space for active ball play, adding greening elements to the retaining walls, and creating a nature area at the north end of the yard. The
features on the walls include a water board/chalk board, a climbing wall with a mountain mural, and space for wall ball. The nature area includes a transition zone between it and the active ball play area.

In the lower east yard, Yard 1, the group suggested integrating a climbing wall into a proposed mosaic on the retaining wall near the existing safety surfacing, putting a pond in the new raised planting bed tucked within the new ADA ramp, and creating a small nature area with a green jasmine curtain.

The group discussed the Haight Street Yards and decided that they currently did not feel comfortable sending students to these spaces for instruction or play. They decided the yard should look nice with a beautiful entrance, new mosaics on the building walls, and a new fence that matches the architectural style of the building. They also thought this may be a good location for a mulberry tree.

In the lower west yard, Yard 5, the group decided to eliminate some of the trees proposed by the modernization program and to move their proposed tables and remaining trees to the edges of the yard to make space for other uses. The group proposed planting a “wishing tree” and a camperdown elm tree for nature play. The group also suggested creating a small water play sculpture in the raised planting beds in the new ADA ramp, and installing mosaics and mural of a tree on the walls.

In the middle west yard, Yard 6, the suggestions were to foster imaginative play and provide curriculum with a play nest (above the tree mural on Yard 5), a nature play area, a weather station, windsocks, a mural, and bamboo planted along the property line shared with the residential neighbors.

In the upper west yard, Yard 7, the group suggested creating a forest with some fruit trees and a compost bin.
CONCEPT PLAN

After the design workshop, Bay Tree Design reviewed the school community’s ideas and combined them with our own design perspective to create the first draft of the concept plan. This plan was subsequently reviewed and refined by the Chinese Immersion School’s Green Schoolyard Committee, Principal Tong, SFUSD Green Schoolyard Program staff, and Bay Tree Design. The resulting concept plan, approved by the school community in May 2011, represents the culmination of the school community’s work to date.

The plan expresses the Chinese Immersion School community’s collective vision for the school grounds, depicts their consensus about the direction their green schoolyard project should take, and illustrates the general spatial layout and programmatic goals and activities they desire in the schoolyard. The plan and this written description are intended to guide the future development of this area’s ecology, outdoor classrooms, and play spaces for the 2006 Proposition A Bond process and any additional, future work the school envisions for their site (to do on their own) over the next 5-10 years.

The description below summarizes the main ideas in the concept plan and is intended to accompany the drawing dated May 23, 2011, included on page 17.

CENTRAL DESIGN CONCEPTS & GOALS

The design ideas in this plan follow a central set of concepts and goals that were developed through discussions with the principal, teachers, staff, PTA and community members over the course of the community design process.

Overall Concepts

The concept plan infuses new instructional spaces into the existing layout of the school grounds, and creates ecology- and curriculum-oriented focal points throughout site. The ideas of re-connecting children with the local, natural environment and demonstrating environmentally friendly building materials and practices are central themes of the design. The project also seeks to foster imaginative play, create flexible multi-use spaces, improve the children’s access to nature, and promote beauty onsite by softening the environment. The plan proposes removing some asphalt to create two substantial nature play zones to complement the existing ball play areas of the schoolyard.

Education

The green schoolyard plan includes several key areas that will become rich outdoor classrooms with seating areas and places for hands-on learning including: a teaching garden, a large amphitheater, and a series of smaller, informal seating clusters in the new nature play zones. These vibrant outdoor learning spaces, with curriculum-tied features, are intended to provide teachers with additional hands-on resources to enhance the coursework they are already teaching, and places to sit while conducting class outside. The schoolyard will house other educational features such as renewable energy system, an edible garden for nutrition lessons, wildlife-oriented plantings and educational striping on the playground (a human sundial and solar system model). Many of these features will also be informal educational tools that children can explore during recess. All of these spaces will broaden the urban children’s physical experiences as well, as they explore the natural materials found in these new environments (e.g. smooth boulders, mulch and other wooden items with interesting textures, plants in many colors, etc.)
Ecology

The new design is intended to bring greater habitat diversity to the school grounds and attract local beneficial wildlife such as birds, butterflies, and other pollinators. The new plantings and trees will include some California native plants and will emphasize seasonal change and drought tolerance. The teaching garden with edible plants will produce crops during the school year, providing small quantities of healthy fruits and vegetables for the students to sample. All of the plantings will be rich teaching resources. Planted areas in all parts of the plan will be irrigated efficiently. The new shade trees will cool the air on the playground on sunny days and work as wind buffers throughout the year in this human-made wind tunnel.

Recreation/Play

The plan includes areas devoted to active play, exploration and imaginative adventures in addition to the play structures and ball play areas that are already present. The idea is to increase the diversity of play activities offered to the children so that they will have more choices at recess, while still fulfilling the needs of physical education classes. Space for physical education classes will be focused in Yard 2 and Yard 3.

Comfort & Beauty

The new design will make the schoolyard a more comfortable place by providing wind buffers, shade, added seating, and new nature and imaginative play areas where children can relax comfortably and play creatively, without getting hit by balls. The seating options in the playground will range from small, informal spaces to picnic tables and a large amphitheater. The green schoolyard plan will add beauty to the school grounds by adding artwork, improving curb appeal, and bringing more trees and plants to the school grounds.

Community Stewardship

The schoolyard improvements will require some maintenance and at the same time provide the Chinese Immersion School community with an opportunity to personalize their space. The Chinese Immersion School’s Green Schoolyard Committee and the school community plan to be active stewards of the grounds and will help to hold work parties several times a year in the coming years to engage families in ongoing stewardship tasks. Students and their teachers may also be involved in caring for the grounds in some way.
YARD 6 – DISCOVERY & PLAY ZONE
- Weeds on koi pond, vines, and weather station
- Active play including basketball & Japanese & traditional hopscotch
- Sunny zone with nest playhouse & herb garden/horticulture garden in pots
- Nature area with mulberry tree, compartmented bin, tree rounds, bamboo, digging hole, nest playhouse & sound post cube

YARD 5 – PICNIC & PLAY AREA
- Water feature & 'shredding tree' in planters near ramp
- Picnic tables & trees along edges of yard, maintain central open space & indoor/outdoor flow
- Large open area for science, events & creative play at recess
- Picnic table
- Measurement mural painted on wall near adjacent property
- Wall near Yard 6 accented with tree mural (with nest playhouse above) & chalkboard/sketches
- Imaginative play space & plans to remain under building's porch
- Active play including basketball hoop & four square

YARD 7 – FOREST & ORCHARD
- Create small orchard with Meyer lemon & other fruit trees
- Add flower beds, benches & picnic table
- Install trellis over stems
- Incorporate wheelchair accessible pathways

WALL STREET
- Add mural onorrent on porches at building entry & on fence columns
- Create new sidewalk
- Planting beds
- Add new street trees between existing trees
- Enclose entrance to using banners & colored concrete sidewalks
- Install welcoming seat along new ramp & add community bulletin board
- Add two bike racks

YARD 4 – VEGETABLE GARDEN
- Official ADA entry to yard
- Add vegetable garden beds at ground level
- Include raised bed near flag pole
- Add three-bin compost
- Install faucets with sink
- Include a small tool storage cabinet

YARD 2 – SOLAR SYSTEM, SKY & OAK WOODLAND THEME
- Create a nature area with oak woodland understory plants, mural/mosaic silhouettes of coast live oaks & habitat, banners representing local geology, tree rounds (different types of oak), lizards & frogs, sensory plants, & a bench in the shape of a California whitetail salmon
- Include active play - existing basketball court, four-square & hopscotch
- Add a human sundial (child’s shadow tells the time)
- Install chalkboards on the wall near the stairs
- Add small shed to store P.E. supplies

YARD 3 – SOLAR SYSTEM & SKY THEME
- Add solar system-themed murals to new amphitheater (rebuild by modification project)
- Paint large solar system model with solar system on asphalt
- Add playground areas for kickball, truck & gathering circle
- Paint neighborhood map & patterns of the mission on asphalt; incorporate solar & lunar calendar into mural (not shown)
- Create play space on top of amphitheater with library book cart, puzzles, game boards, painted on amphitheater & other activities
- Add plants with bamboo & bird feeders along edge
- Add small shed to store P.E. supplies

YARD 1 – DUNES & COASTAL SCRUB THEME
- Add pond with coastal scrub plants near ramp; nets & other equipment for pond stored in above
- Paint coastal scrub habitat-themed mural in above
- Climbing wall with sand-themed mural on eastern recession wall
- Retain planned play structures; expect proposed safety rails to be edge of concrete walkway
- Add plants between benches
- Create in-ground planting bed with small trees
- Install periscopes to view Tent 2 playground
- Place play area under porches

Legend
- Building footprints / structures
- Asphalt & concrete pavement
- Painted pavement
- Wheelchair accessible surfaces
- Rubber safety surface
- Permeable surfaces (mulch/roll)
- Gravel paving
- Trees (new)
- Trees (existing)
- Garden beds
- Shrub & other large plants
- Stepping stones
- Benches (various types)
- Tree rounds & boulders
- Garden sink & three-bin compost
- Playhouses (nest-style & tepee)
- Murals, mosaics & other wall art
- Wall-mounted art studio space
- Pond with coastal scrub plants
- Water play features
- Human sundial
- Sound & visual pesticotes

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Concept plan by Bay Tree Design, Inc.
This drawing is used for this diagram in a simplified version of the site plan by CSDA Architects, reflecting planned modifications. Bay Tree Design, Inc. obtained additional information gathered during site visits and discussions with the school community.
CONCEPT PLAN DESIGN SUMMARY

The text below follows the concept plan counter clockwise from the front of the school along Waller Street to the upper west yard, Yard 7. Please see the attached concept plan on page 17, completed May 23, 2011.

Public Space along Waller Street

The ideas proposed by the community and shown in the concept plan suggest greening and personalizing the public space along Waller Street, while accommodating foot and vehicle traffic. The key ideas include:

- Covering the portico on the main building with a mosaic or mural which continues on the wing walls and columns of the fence along the sidewalk. This mosaic or mural could capture the essence of the school community’s identity with colors and/or images. (see concept image, page 20)
- Installing poles with banners that bend in the wind. The banners, which are placed on each side of the building entry, near the bike racks and at the end of the ADA ramp, could build off of the art theme of the mosaic or mural on the building, wall and fence columns.
- Planting a new street tree, creating a new planting bed near the building, and making new planting medians on the sidewalk to provide places for greenery near the entrance.
- Coloring the sidewalk paving (upon approval from the City of San Francisco) to create a colored apron in front of the building that announces the entry to the building.
- Mounting a community bulletin board on the fence near the main entrance to the schoolyard.
- Locating bike racks near the front door to the school building.

Vegetable Garden: Yard 4

This yard is dedicated as a teaching garden and the official ADA-compliant entrance to the schoolyard. The yard includes:

- Beds at ground level with one accessible raised bed near the flagpole.
- A small storage shed for garden tools, a small sink for washing hands and produce picked from the garden, and a compost bin.
- The school has a full kitchen near Yard 5 that can be used for cooking with the students. (see concept image, page 20)
Space & Sky: Yard 3

In Yard 3, the concept plan provides a wide open area for active ball play for students in the upper grades while also incorporating curriculum-tied ideas related to the study of the sky and solar system. This yard will also include the newly rebuilt, wheelchair accessible amphitheater, and will provide space for morning intake and school assemblies for the entire school. The concept plan for this space includes:

- The amphitheater will be decorated with mosaic tiles that illustrate the solar system and show aspects of the three-dimensional nature of the planets’ orbits. (see concept image, below)

- The top tier of the amphitheater, near the stairs, will be a designated quiet area where the librarian can wheel out a cart with books, games, puzzles and other quiet play elements for use at lunch recess. The top tier of the amphitheater in this area will also be painted with game boards for a variety of different activities.

- The concept plan proposes that the asphalt playground in Yards 2 and 3 be painted with a large, scaled model of the planets’ orbits in our solar system (continuing the solar system theme in the amphitheater’s mosaic mural). An artistic representation of the phases of the moon, and the solar system’s asteroid belt will also be included. The asteroid belt markings will also act as a gathering circle in the yard.

- Yard 3 will also be painted with a small running track (175-foot long loop), a kickball court, and a map of the neighborhood that shows the location of the school, Buena Vista Solar System mosaic (detail) at West Portal School in San Francisco.
In addition to striping, this yard includes green areas composed of bamboo in raised planters, along the north and east edges of the site, and trees and grass in planters south of the amphitheater.

A small P.E. shed, containing equipment that will be needed on this yard, is tucked into the northeast corner of this yard.

**Space, Sky & Oak Woodland: Yard 2**

Yard 2 is a key play space for recess and an important area for P.E. classes for students in the upper grades. As described above, this yard includes a portion of the painted solar system model on the asphalt. It also provides spaces for active play and includes a nature play area. Key features of this yard include:

- A portion of the painted solar system model with orbits of the planets Neptune and Uranus. (Please note: In this solar system model, the planets’ orbits are drawn to scale with one another, but the representations of the planets, themselves, are not in the same scale as the orbits—since doing so would make them too small to see! This plan recommends that the planets be represented artistically, in a manner that makes them in scale with one another, in order to show their relative size. The final scale selected for the planets’ orbits and the planets, themselves, should be indicated in an informational sign installed in Yard 2 or 3.)
- A human sundial, painted on the asphalt, in the center of the basketball court. Shadows cast by a child standing on this feature will show the time of day.
- A themed nature play area, representing an oak woodland. Significant stands of oak woodland still exist in nearby Buena Vista Park and Golden Gate Park. In this yard, asphalt will be removed to create a play space based on this type of local wildlife habitat. This space will be used for educational and recreational purposes, and may draw beneficial wildlife to this site, too (particularly beneficial insects and birds).
- A mural painted on the building façade behind the nature play area will build on the oak woodland theme and provide a backdrop showing the trees, plants, animals, birds, amphibians, and insects from oak woodland habitats. The mural will be drawn to suggest a three-dimensional perspective.
- The nature play area will include native and sensory plants, boulders representing rock types found in our region, tree rounds (from different types of oak if possible), teepees and/or forts, a California slender salamander-shaped bench, and other nature play elements.
- A chalkboard/easel will be mounted on the wall near the stairs to Yard 3.
- A mural will be painted on the retaining wall along the edge with Yard 3.
- Handball will be played against the retaining wall to Yard 3, in the space without the mural.
- A small shed for P.E. and play equipment used in this yard will be located in a corner on the east side.

**Dunes & Coastal Scrub: Yard 1**

As one moves down the school site to the north, one also moves through ecological habitat zones toward the Pacific Ocean. The concept plan reflects this change in habitat types, so Yard 1’s theme is coastal scrub and dune habitats. Key features of Yard 1 include:

- A climbing wall on the retaining wall near the play structure is intended to provide a “hike” up and down a sand dune themed mural. (Please note: SFUSD does not currently allow climbing walls to be installed on retaining walls. This concept plan is a long range plan, however, and the school
community hopes that this policy will change in the future. This type of feature is commonly used in parks in San Francisco and elsewhere, and would likely be suitable for the space that has been selected in this location.)

- The school building contains an interior alcove that is open to the schoolyard in this area, on the east side of the building. In the concept plan, this space is shown painted with a coastal habitat-themed mural, and will contain equipment used to interact with the pond in this yard. (e.g. nets)

- A pond and an adjacent planting bed will be built within the curving wheelchair ramp in Yard 1. These spaces will include some of the flora and fauna related to coast scrub habitat.

Small planters and a tree well are integrated into the yard to provide additional planting space.

- The existing play structure will remain in place.

- Two periscopes, intended to allow children to observe activities in Yard 2, will be added along the retaining wall near Yard 2.

- A picnic table for quiet activities is located in the sheltered portico at the north end of the site.

**Haight Street “Yards”**

The school community considers the Haight Street side of their school their second “front door”, but they do not want students to use the small fenced areas along this street for play or instruction due to their proximity to the unpredictable behavior that often occurs along this street. Thus the proposed elements for this area are limited and include:

- New bike racks within the fenced/gated zone in the northwest corner of the school site, away from the Haight Street fence.

- New wall art on the main building, replacing a prominent mosaic that will be removed when the modernization work builds a new school entrance in that location.

- A new fence to match the architectural style of the building.

- Elements that foster wildlife habitat in this area such as bird houses made by the children and plants that provide food and nest materials.

**Picnic & Play Areas: Yard 5**

Yard 5 and Yard 6 are the primary recess areas for the younger students at Chinese Immersion School at De Avila. Yard 5 serves many purposes including acting as an outdoor classroom, providing picnic/gathering space for events, and as a recess space for the younger students. The key features in the concept plan for this yard include:
• Picnic tables for outdoor classroom activities, snacks, and community events. The tables are located near the school’s full kitchen, which can be used for student instruction.

• A water play feature built into the planting space nestled within the curve of the ADA ramp. This play area will include a hand-powered pump system to encourage active play, a channel for the water to flow through, and a small area at the bottom of the water play zone where the water can be used to irrigate nearby plantings. This water play feature would use municipal water to keep it sanitary. (The feature could be connected to the school’s water supply system, or contained within a small cistern or barrel and filled by teachers as desired, to limit the overall quantity of water used.)

• Open space for basketball (with a low hoop), four-square, and community events. This space will also be used for creative play with “loose play parts” (game props) of different types. These play elements will be stored in the nearby shed.

• A mural of a tree will be painted on the retaining wall between Yard 5 and Yard 6. A playhouse, shaped like a nest, will “sit” in the treetop by being positioned near the railing in Yard 6, above the tree mural. (see concept image, right)

• Wall mounted easels for play and art instruction will be placed on the southern retaining wall.

• A “wishing tree”, believed to bring wishes and prayers down to Earth in Chinese culture, is located in the new planting bed near the ADA ramp. The wishing tree idea is explained further in Appendix E: Remembering our Roots.

• Trees along the western edge of Yard 5 will help buffer the wind and visually block the adjacent residential property.

• A measurement mural will be painted on the western retaining wall, to be used with lessons about size and various measurement systems (e.g. feet vs. meters)

• The sheltered portico at the north end of Yard 5, with an existing piano, play kitchen and other imaginary play elements, will remain in its current configuration.

• The area along the cafeteria doors will remain unobstructed so that all of the doors may be opened to their full extent, and help to create an open indoor/outdoor flow for special events.

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Play nest, large enough for a child to sit in, at the Bay Area Discovery Museum in Sausalito, CA.
Discovery & Play: Yard 6

This yard will primarily be used for recess, after school programs and for some outdoor instruction. The elements in the yard are intended to buffer the wind in some areas and celebrate it in others. The features in this space include:

- Windsocks on tension wires.
- A weather station with tools for measuring the wind, rain, and temperature.
- Two play “nests” connected by painted circles that form a pathway for Japanese-style “hopscotch”.
- A sound periscope to listen to the sounds outside of the schoolyard.
- A nature area with a mulberry tree, camphor tree, tree rounds, bamboo grove, a digging bed, and other natural play elements. The plants in this area provide places to discover and explore, and act as a wind buffer and green edge at the property line.
- A small basketball half court with a low basketball hoop.
- The existing basketball half court will remain in place.

Forest & Orchard: Yard 7

Yard 7 is directly outside the principal’s office and is a somewhat sunny space. The community decided to turn it into a forest for play, curb appeal, use as a small group gathering space, and to hopefully slow down the wind as it enters the site on this side of the school building. The proposed elements for this area include:

- Meyer lemon trees at the street edge and taller fruit trees on the north side of the yard.
- Flower beds between the lemon trees and the fence.
- A trellis over the stairs on the west end of the yard.
- Paths and small places to sit outside.
SCHOOLYARD GREENING PRIORITIES & PROPOSED PROJECT PHASING

The concept plan for Chinese Immersion School at De Avila includes ideas that are larger than the 2006 Proposition A Bond process and are intended to be accomplished in the years to come. However, a large portion of the concept plan may be built at Chinese Immersion School in the near future, because some of the elements were folded into the work being done by the modernization project in the summer of 2011.

The school community has identified the projects within this plan that they would like to implement with the $150,000 green schoolyard funding from the bond. They have divided their plan into a prioritized list as described below, to accomplish their goals as the bond funds allow. They will try to raise additional funds and in-kind donations of services and materials to complete the later phases of the project with the help of volunteers from the school and local community.

Principal Tong and the Green Schoolyard Committee would like to focus their school’s green schoolyard funds on the infrastructure needed to create the green schoolyard, such as asphalt removal, irrigation and drainage systems, ADA compliant pathways, etc. The school community—in partnership with the PTA and local organizations—would like to implement some of the smaller elements on their own (e.g. plantings, artwork, etc.), following the advice of a landscape architect, to help extend their funding as far as possible.

For Phase One (Prop A Bond) projects, the work by the school community will be accomplished after the professional contractor(s) have completed their work and SFUSD has approved their installations.

MODERNIZATION IMPROVEMENTS

The school community and Bay Tree Design, inc. worked with SFUSD’s Prop A Bond modernization team to integrate some of the community’s ideas into the modernization improvements taking place in summer 2011. The fortuitous timing of both projects is unusual in this process. In addition, the SFUSD modernization project manager for Chinese Immersion School, Ryan Henderson, attended the first design review meeting for the green schoolyard plan and asked Bay Tree Design to provide a layout plan of elements he thought his team may be able to integrate into the modernization construction project. The proposed work may include:

A. Adding some of the playground striping. Striping may include: the painted solar system, human sundial, Japanese hopscotch, game court striping, and/or the running track lines shown in the plan.

B. Removing asphalt and concrete for the two nature play areas in Yard 2 and Yard 6 and providing irrigation sleeves to these areas. The small triangle in Yard 2 is not included in this scope of work.

C. Removing asphalt for a small planting area in Yard 1 and providing an irrigation sleeve to it.

D. Installing an irrigation sleeve in the ADA ramp in Yard 1 to the proposed planters near the benches.

E. Extending the play matting in Yard 1 to the edge of the new modernization paving.

F. Installing a hose bib in Yard 2.

G. Creating the planting areas for the vegetable garden in Yard 4.

H. Providing three tree wells in Yard 5 with irrigation sleeves.

I. Leaving Yard 7 unpaved.
PRE-PHASE ONE

After the modernization work is complete, Pre-Phase One projects undertaken by the school and community organizations/volunteers might include:

J. Installing irrigation in the nature play areas and all new planting areas that will not be under construction during Phase One.

K. Painting the mural on the main building in Yard 2.

L. Painting the mural on the retaining wall in Yard 5.

M. Planting the new planting areas (not the nature play areas) when all construction work is complete around them. This includes mural painting, bench building and other small projects.

PHASE ONE

Phase One projects are those to be implemented with 2006 Proposition A Bond green schoolyard funding, as costs allow, with the help of a landscape architect and contractor. A large portion of the infrastructure may be completed by the modernization in the summer of 2011. The school community would like to address most of the remaining projects that require the expertise of a landscape architect and contractor. If the projects described above are not completed in the modernization phase they may move to this list, as well. The list below is in order of priority, taking the entire concept plan into consideration:

N. Vegetable garden in Yard 4
   • Install outdoor sink and counter.
   • Build/install small tool shed (may be added by school community).
   • Plant the garden with the students!

O. Nature play zone in Yard 2
   • Build the animal bench and other edge pieces between the ball play area and nature play zone.
   • Expand the nature play area to include the small triangular shaped planter to the north that will not be built during the modernization phase.
   • Include a wheelchair accessible main pathway through the space, to the play elements, and to the seating circle.
   • Add high quality soil and compost to the area where asphalt is removed, suitable for children’s play activities, and add mulch as the finished surface.
   • Add large accent boulders for informal seating and the seating circle.
   • Install irrigation (may be added by school community).
   • Plant the major trees and shrubs (may be added by the school community).

P. Nature play zone in Yard 6
   • Add high quality soil and compost to the area, suitable for children’s play activities and add mulch as the finished surface.
   • Create a wheelchair accessible pathway through the space to the play elements.
   • Install irrigation (may be added by school community).
   • Plant the major trees and shrubs (may be added by the school community).

Q. Bamboo and raised planters in Yard 3
   • Build raised planters with irrigation sleeves and drainage that is directed away from the property line and existing retaining walls.
   • Install irrigation (may be added by the school community).
• Plant the appropriate species of bamboo (may be added by school community).

R. Planting trees with Friends of the Urban Forest
• The new tree on Waller Street and trees in Yard 3 and Yard 5 will be planted with Friends of the Urban Forest, using money from the Phase One budget.

S. Pond in Yard 1
• Install the pond liner, pump, small solar panel to power the pump, and other infrastructure in the planting bed built by the modernization project.
• Add plants, pebbles, and a small boulder (may be added by school community).

T. Windsocks in Yard 5
• Install tension wires and poles required for the windsocks.

POST PHASE ONE

This phase of the green schoolyard process includes projects that the school community plans to implement on their own in the coming years. These projects would be carried out after the bond funds have been spent, using money raised by the school community—or using bond funds (and volunteer labor) if funds still remain after the items above have been installed. These projects may be implemented by the school community one per semester or year, or as funding and volunteer assistance allow. These projects are likely to occur within the next 5-10 years and could include:

U. Projects from the list above that were not completed during Phase One.

V. Other projects shown on the concept plan or developed by the community in the coming years.

NEXT STEPS

Now that Chinese Immersion School at De Avila has a completed concept plan, it is time to move on to the next phase of the implementation process. Principal Tong and the Chinese Immersion School’s Green Schoolyard Committee will work with Lori Shelton and Tamar Barlev (SFUSD Green Schoolyard Program) to write an RFP for Phase One of their green schoolyard project, listing the items the school plans to implement with their bond funds in order of priority. The Green Schoolyard Committee and principal will help to interview and select their landscape architect. Later, they will work with this person to create a more detailed, schematic plan for the project area and construction drawings for the portions of that plan that will be built by a professional contractor.

While working with the landscape architect, the school community will have an opportunity to decide which components they wish to undertake themselves (e.g. planting vegetation, creating artwork, etc.), and which components will need to be built by a professional contractor. When the landscape architect has completed his/her construction drawings and they have been approved by SFUSD, they will go out for bid to professional contractors. Once hired, the contractor will construct their portion of the project first, and the landscape architect will supervise their work. When they are finished and their work has been accepted by SFUSD, the school community will settle into their new yard and continue to take ownership of their space by organizing work days and ongoing maintenance tasks, creating new projects and gatherings, and by adding new ideas.

The Chinese Immersion School’s Green Schoolyard Committee welcomes all that are interested to join in this exciting project.
On Monday, March 7, 2011 Lisa Howard of Bay Tree Design, inc. facilitated the kick-off meeting with the Teachers of DeAvila School. The attendees of the meeting were Rachel Peterson from San Francisco Green Schoolyard Alliance, Principal Tong, and seven teachers from DeAvila School. On Wednesday, March 16, 2011 Sharon Danks facilitated the same meeting for the Parent Teacher Association of DeAvila School. At this meeting the attendees included eight parents and other members of the school community.

The purpose of these meetings was to introduce the committee to Bay Tree Design, the master planning process, the ideas of a sustainable schoolyard, and to collect their ideas and wishes for the goals of a sustainable schoolyard at DeAvila School.

The purpose of the sustainable schoolyard presentation is to provide the participants of the meeting with a springboard for programmatic ideas for the yard. In the slideshow Ms. Danks and Ms. Howard, talked about what makes a successful sustainable schoolyard, how the community could build on their own identity and resources, gave the group resources and rules of thumb on how to build and maintain a green schoolyard, and presented 11 elements that could be integrated into the yard:

- food systems
- wildlife habitats
- water systems
- energy systems
- waste-as-a-resource concepts
- green building materials
- creative play ideas
- the issue of comfort
- aesthetic appeal
- student participation examples for the process and stewardship after the yard is built
- curriculum connections

Bay Tree Design recorded the group’s brainstorming session/ideas for goals of the site. Many ideas were discussed and noted at the meetings. The ideas recorded are an initial reflection of the priorities defined by the group and are listed below. Each goal was mentioned by at least one of the attendees at the meeting.

Following the presentations, each attendee was given a group of ten stickers and asked to use them to vote for their favorite ideas. Each person could place all of their stickers on one idea or spread them out over several ideas. The “votes” column below reflects the number of stickers each idea received with the teachers’ votes represented in the first set of numbers, the PTA participants’ votes in the second column of numbers and the total number of votes received for each idea in the third column. Ideas in italics were added by the PTA attendees after the teacher kick-off meeting.
**APPENDIX A**

**CHINESE IMMERSION SCHOOL AT DE AVILA**  
**SUMMARY OF KICK-OFF MEETINGS – SPRING 2011**

**LEARNING – Educational Goals & Curriculum Connections to the Schoolyard**

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5+3=8</td>
<td>Vegetable garden (include: kitchen, outdoor sink, Chinese vegetables &amp; garden beds on wheels)</td>
</tr>
<tr>
<td>5+3=8</td>
<td>Weather station &amp; wind socks</td>
</tr>
<tr>
<td>6+1=7</td>
<td>Nature area for learning &amp; play (include: tree round seating, leaves, five senses, herb garden &amp; plants such as lamb’s ear, rosemary &amp; mint)</td>
</tr>
<tr>
<td>5+0=5</td>
<td>BBQ pit</td>
</tr>
<tr>
<td>3+2=5</td>
<td>Paint learning elements on asphalt (include: solar compass, map, labyrinth &amp; sundial similar to Hopland Solar Living Center)</td>
</tr>
<tr>
<td>4+0=4</td>
<td>Mulberry tree</td>
</tr>
<tr>
<td>0+3=3</td>
<td>Moon phases/lunar calendar with holidays marked</td>
</tr>
<tr>
<td>1+1=2</td>
<td>Solar panel</td>
</tr>
<tr>
<td>1+0=1</td>
<td>Plants tied to Chinese culture (such as: cherry blossom &amp; Chinese firecracker)</td>
</tr>
<tr>
<td>0+1=1</td>
<td>Measurement walls – in feet &amp; meters/small &amp; large</td>
</tr>
<tr>
<td>0+0=0</td>
<td>Chinese horoscope</td>
</tr>
<tr>
<td>0+0=0</td>
<td>Solar system model with planets – painted</td>
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<tr>
<td>0+0=0</td>
<td>Shed for garden tools</td>
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**PLAY - Schoolyard Recreation**

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<th>Votes</th>
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<tbody>
<tr>
<td>3+3=6</td>
<td>Quiet areas with greenery (bamboo, big trees), tree stumps, mulch, and space for games such as chess in recess areas</td>
</tr>
<tr>
<td>5+0=5</td>
<td>Creative play elements in recess areas</td>
</tr>
<tr>
<td>0+4=4</td>
<td>Habitat themed play area, i.e. “nest” playhouse on upper level &amp; painted tree mural below on retaining wall</td>
</tr>
<tr>
<td>2+0=2</td>
<td>Bridge</td>
</tr>
<tr>
<td>1+1=2</td>
<td>Elements for activities at different heights such as basketball hoops and ping pong table</td>
</tr>
<tr>
<td>0+2=2</td>
<td>Chalkboards</td>
</tr>
<tr>
<td>0+2=2</td>
<td>Three-dimensional panels to block wind (in shape of a maze &amp; movable)</td>
</tr>
<tr>
<td>0+1=1</td>
<td>Giant water pipe for play</td>
</tr>
<tr>
<td>0+1=1</td>
<td>Periscope</td>
</tr>
<tr>
<td>0+1=1</td>
<td>Tree house</td>
</tr>
<tr>
<td>0+0=0</td>
<td>“Nooks” between middle level yards – decorated with soft material (play houses)</td>
</tr>
<tr>
<td>0+0=0</td>
<td>Shed for play supplies and movable parts</td>
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**COMFORT - Schoolyard Comfort, Microclimates & Seating**

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<th>Votes</th>
<th>Description</th>
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<tbody>
<tr>
<td>4+0=4</td>
<td>Comfortable area with shade</td>
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<tr>
<td>4+0=4</td>
<td>Picnic area</td>
</tr>
<tr>
<td>2+0=2</td>
<td>Animal bench (possibly the mascot – phoenix)</td>
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<tr>
<td>0+1=1</td>
<td>Wind breaks (glass-sided chatter box, sheltered places to sit)</td>
</tr>
<tr>
<td>0+0=0</td>
<td>Arbor</td>
</tr>
<tr>
<td>0+0=0</td>
<td>Seasonal shade for building</td>
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CHINESE IMMERSION SCHOOL AT DE AVILA
SUMMARY OF KICK-OFF MEETINGS – SPRING 2011

**N A T U R E - Schoolyard Ecology**

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<tr>
<td>5+3=8</td>
<td>Fruit trees – lemon orchard for harvesting lemonade</td>
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<tr>
<td>5+1=6</td>
<td>Pond with frogs</td>
</tr>
<tr>
<td>4+1=5</td>
<td>Capture stormwater &amp; use in garden</td>
</tr>
<tr>
<td>0+3=3</td>
<td><em>Green house</em> (to prevent plants from drying out &amp; large enough to sit in)</td>
</tr>
<tr>
<td>1+1=2</td>
<td>Composting (with non-fatty foods only) on site/worm &amp; regular</td>
</tr>
<tr>
<td>1+1=2</td>
<td>Hens</td>
</tr>
<tr>
<td>0+0=0</td>
<td>Bird feeders</td>
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<tr>
<td>0+0=0</td>
<td><em>Rabbits</em></td>
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**B E A U T Y / C O M M U N I T Y - Schoolyard Personalization & Aesthetics**

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<th>Description</th>
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<tbody>
<tr>
<td>5+1=6</td>
<td>Murals &amp; mosaics – color, vibrancy &amp; presence</td>
</tr>
<tr>
<td>4+0=4</td>
<td>Forest</td>
</tr>
<tr>
<td>0+3=3</td>
<td><em>Vibrant, welcoming entrance</em> (on Waller side) to direct people in</td>
</tr>
<tr>
<td>0+2=2</td>
<td><em>Waterfall as natural sound to mask urban sounds</em> (near ramp?, use water as play feature)</td>
</tr>
<tr>
<td>0+2=2</td>
<td><em>Camper down elm tree</em> (hanging branches for play &amp; quiet time)</td>
</tr>
<tr>
<td>0+2=2</td>
<td>“Wishing tree” to pin up written hopes</td>
</tr>
<tr>
<td>0+0=0</td>
<td>Community bulletin board outside of yard (graffiti resistant material)</td>
</tr>
</tbody>
</table>

**S C H O O L Y A R D C O N F I G U R A T I O N - Use of Space**

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+0=4</td>
<td>Retaining walls – soften (vines &amp; murals) &amp; use as assets where possible (hand ball)</td>
</tr>
<tr>
<td></td>
<td><em>Improve the flow between the spaces</em></td>
</tr>
<tr>
<td></td>
<td><em>Themed yard levels</em></td>
</tr>
</tbody>
</table>

**O V E R A L L G O A L S**

- Free play
- Outdoor learning
- Reflect the school community culture
CHINESE IMMERSION SCHOOL AT DE AVILA

SUMMARY – DESIGN PRIORITIES FROM KICK-OFF MEETINGS

The summary list below reflects the results of the community and teacher input at our green schoolyard brainstorming sessions in March 2011. Each of the participants at these meetings received ten votes to split among the list of choices brainstormed at the meetings. Below are the ideas in ranked order, with the total number of votes each received.

At the design workshop, participants were asked to place ALL of the items that received at least four votes (contained in the red box) into their draft design for the schoolyard. They were also given the choice to include any of the other ideas below, and to add new ideas that they thought of during the workshop.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Idea</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vegetable garden (include: kitchen, outdoor sink, Chinese vegetables &amp; garden beds on wheels)</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Weather station &amp; wind socks</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Fruit trees – lemon orchard for harvesting lemonade</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Nature area for learning &amp; play (include: tree round seating, leaves, five senses, herb garden &amp; plants such as lamb’s ear, rosemary &amp; mint)</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Pond with frogs</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Quiet areas with greenery (bamboo, big trees), tree stumps, mulch, and space for games such as chess in recess areas</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Murals &amp; mosaics – color, vibrancy &amp; presence</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>BBQ pit</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Paint learning elements on asphalt (include: solar compass, map, labyrinth &amp; sundial similar to Hopland Solar Living Center)</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Capture stormwater &amp; use in garden</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Creative play elements in recess areas</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Mulberry tree</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Habitat themed play area, i.e. “nest” playhouse on upper level &amp; painted tree mural below on retaining wall</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Comfortable area with shade</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Picnic area</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Forest</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Retaining walls – soften (vines &amp; murals) &amp; use as assets where possible (hand ball)</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>Moon phases/lunar calendar with holidays marked</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>Green house (to prevent plants from drying out &amp; large enough to sit in)</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Vibrant, welcoming entrance (on Waller side) to direct people in</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Solar panel</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>Composting (with non-fatty foods only) on site/worm &amp; regular</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Hens</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>Bridge</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>Elements for activities at different heights such as basketball hoops and ping pong table</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>Chalkboards</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>Three-dimensional panels to block wind (in shape of a maze &amp; movable)</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Animal bench (possibly the mascot – phoenix)</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>Waterfall as natural sound to mask urban sounds (near ramp?, use water as play feature)</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>Camper down elm tree (hanging branches for play &amp; quiet time)</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>“Wishing tree” to pin up written hopes</td>
<td>2</td>
</tr>
</tbody>
</table>

Appendix A: Page 4
33. Plants tied to Chinese culture (such as: cherry blossom & Chinese firecracker) – 1 vote
34. *Measurement walls – in feet & meters/small & large* – 1 vote
35. *Giant water pipe for play* - 1 vote
36. *Periscope* – 1 vote
37. *Tree house* – 1 vote
38. *Wind breaks (glass-sided chatter box, sheltered places to sit)* – 1 vote
39. *Chinese horoscope* – 0 votes
40. *Solar system model with planets – painted* – 0 votes
41. *Shed for garden tools* – 0 votes
42. *Bird feeders* - 0 votes
43. *Rabbits* – 0 votes
44. “*Nooks*” between middle level yards – decorated with soft material (play houses) – 0 votes
45. *Shed for play supplies and movable parts* – 0 votes
46. *Arbor* – 0 votes
47. *Seasonal shade for building* – 0 votes
48. *Community bulletin board outside of yard (graffiti resistant material)* - 0 votes
CHINESE IMMERSION SCHOOL AT DE AVILA – SITE WALK MAPS
CHINESE IMMERSION SCHOOL AT DE AVILA
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

The photographs shown below begin at the school’s main entrance on Waller Street and proceed around the building, counter-clockwise. The numbers for each yard correspond to the numbering system used on the site walk maps in Appendix B.

FRONT OF SCHOOL ALONG WALLER STREET

YARD 4 – UPPER EAST YARD ALONG WALLER STREET
APPENDIX C

CHINESE IMMERSION SCHOOL AT DE AVILA
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

YARD 3 – EAST YARD WITH AMPHITHEATER
ALONG WALLER STREET

YARD 2 – MIDDLE EAST YARD
CHINESE IMMERSION SCHOOL AT DE AVILA
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

YARD 1 – LOWER EAST YARD

HAIGHT STREET – EAST & WEST YARDS NEAR SCHOOL ENTRANCE ON HAIGHT STREET

HAIGHT STREET – SCHOOL ENTRANCE

Photographs by Bay Tree Design, inc.
APPENDIX C

CHINESE IMMERSION SCHOOL AT DE AVILA
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

YARD 5 – LOWER WEST YARD

YARD 6 – MIDDLE WEST YARD

YARD 7 – UPPER WEST YARD
The diagrams below were used to record children’s feelings about the school grounds as part of a "favorite places" mapping exercise. Approximately twenty students from kindergarten through second grade participated in this exercise which was developed by Bay Tree Design, inc. and implemented by the school’s teachers and PTA members. Each child’s favorite place on the school grounds is marked with a green dot and their least favorite place is marked with a red dot. Brief comments that explain these choices were also recorded anonymously on the maps.
APPENDIX D

CHINESE IMMERSION SCHOOL AT DE AVILA
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF 1ST GRADERS’ FEEDBACK

MAP OF 2ND GRADERS’ FEEDBACK
Regardless of demographics, San Franciscans are positively affected by the presence of trees in our urban environment. The long list of tree benefits includes cleaning the air, strengthening community, and reducing stress (Friends 2008). For Chinese Americans with roots in South China, trees can also provide a cultural link to the natural world.

Many immigrants from South China settled in urban conditions devoid of trees or lacked enough space to support trees. Therefore customs that centered on trees and woodlands were all but forgotten. Ancient traditions such as Fung Shui Woodlands, Godfather, Wishing, and Shrine trees can act as reminders of our cultural connection to trees.

**Fung Shui Trees and Woodlands**

South China’s ‘Fung Shui Woodlands’ are culturally protected groves of trees. Cantonese and Hakka people maintain these semi-natural woodlands adjacent to their villages as sources of positive energy and a way to harvest forest goods (Webb 1994).

In the typhoon-prone climate of South China, Fung Shui Woodlands also provide a practical function. Tree groves provide shelter from typhoon wind, stabilize saturated hill soils, and thus prevent mudslides that would otherwise bury farms and houses (Webb 1994). These forested hillsides reduce storm runoff by absorbing water, which reduces downhill flooding.

Fung shui woodlands have disappeared from much of the region within the past century due to war and development. Remaining groves are often located behind secluded or abandoned villages and act as a sanctuary for wildlife (Zhuang and Corlett 1997).

**Godfather Trees**

Traditional folk religion ties many spiritual and sacred values to old trees; they are thought to be a connector of Qi or “life-force” between the earth and sky. They are also believed to be the homes of spirits, dragons, and demons. Trees of old age are often revered because they have withstood the tests of time such as storms and wars. Because they serve as living memories that are shared by multiple generations of a family, they were regarded as godfather or protector trees.

In rural villages, children are assigned to a godfather tree until they reach adulthood. In this way, it is thought that the child forms a personal relationship the tree spirit. Because of the strong connection to native place in Chinese culture, it is thought that the spirit protects the child even if the he or she leaves the village (Webb 1994).

**Wishing Trees**

Banyans are prime wishing trees due to their aerial roots, which are believed to bring wishes and prayers down to earth. It is a Cantonese folk custom to write wishes on red paper attached to mandarin oranges, which are then thrown into the branches (Jeung 2001). Similar customs of wishing trees are also practiced in Japan and Southeast Asia, although traditions may vary by region and purpose.

Banyans symbolize longevity, fertility and perseverance in the face of adversity, and serve as a gathering place for members of the community.
Shrine Trees

Community shrines to local earth deities and spirits are placed beneath old banyans, camphor trees, and other species. These shrines are generally composed of a few stones that represent the local earth god. Depending on the village, community gatherings at the tree shrines can occur on such occasions as weddings and holidays (Webb 1994). Even without shrines, veneration can be recognized by the presence of burned incense in tree crevices or wine offerings. The trees hold meaning for the protection of the village and good relations among the people.

Camphor trees have been planted to protect shrines dedicated to ancestors (Webb 1994). Chinese historical records convey that camphors were designated as ‘sacred trees’ by native people of South China as early as 2000 years ago (Elvin 2004).

There are also less common shrine trees of various species that Chinese have encountered with emigration. In the 1890’s, Chinese immigrants to Stockton California placed Earth god shrines beneath old oaks trees (Sylvia 2002). Mature oaks are usually massive, gnarled, and long lived, which are qualities chosen for shrine trees in Asia.

It may not be necessary to light incense beneath old trees to be in touch with Chinese tree traditions, but using qualities of these old lives as allegories for social values or as inspiration for art can maintain grounding spiritual and cultural relationships.

Symbolic and Useful Trees

Many tree species that hold special symbolism in Chinese culture are chosen for their unique qualities. This can include the colors of their fruit, the shapes and structure of their wood and leaves, or the fragrance of their flowers.

Citrus trees are commonly used in Cantonese folk traditions, mostly due to the symbolism of their fruit and leaves. The orange, yellow and red fruits are common ritual offerings as their colors are considered magical, life sustaining, and assuring of good luck (Simoons 2000).

Pomegranate trees were brought to China by traders and immigrants from the Middle East and grown there since the late 3rd century (Simoons 2000). The fruit and flower have gained symbolism in Chinese culture as sources of fertility and are offered to the Goddess of Mercy in hopes of conceiving children.

Fruit trees such as Loquat and Lychee are also enjoyed for the shape of their leaves and canopy. They have inspired Chinese painters and poets, and are the subject of rural folk songs. The sweet smelling blossoms of Michelia trees and Plumeria are used for hair decorations and as temple trees (Valder 1999).

With a rich heritage of tree traditions from South China, reverence for trees is integral to Cantonese folk culture. For Chinese Americans, developing a relationship with trees is not just a matter of reconnecting with the environment; it is a matter of reconnecting to roots.

References


CHINESE IMMERSION SCHOOL AT DE AVILA
GREEN SCHOOLYARD - PROJECT SUMMARY

2006 PROPOSITION A BOND

In February 2011, the school community at Chinese Immersion School at De Avila (CIS) began a participatory schoolyard design process as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of this bond-funded project is to enrich the schoolyard with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting and comfortable environment for students and adults.

The 2006 Proposition A Bond program is contributing $150,000 to “green” the school grounds at CIS. The concept design for this renovation was developed using a participatory design process that included CIS’s administrators, teachers, and family members, assisted by Bay Tree Design, inc.

This initial planning phase, completed in May 2011, resulted in a concept plan that is intended to guide the future development of the school’s gardening efforts; outdoor classroom spaces; and play areas. In the project’s next phase, a landscape architect selected by the school will complete the design details and construction documents for a portion of the plan. The project will be built by contractors, with the help of the school community.

PROJECT MISSION STATEMENT

“The green schoolyard at CIS at De Avila seeks to transform each yard and space into an outdoor learning environment, inspiring students to become ecologically responsible local and global citizens.”

The Chinese Immersion Green Schoolyard Committee invites you to join this exciting project!

OVERALL GOALS

- Create comfortable zones for contemplative & imaginary play
- Design the yard to include the whole school community
- Design the schoolyard to be low maintenance & ecologically sound
- Grow edible foods for learning & consumption
- Teach an appreciation for nature in the city
- Incorporate elements of Chinese culture
- Inspire the senses & develop multiple areas of the brain
- Respond to the school site’s multi-leveled configuration
- Connect the schoolyard to the school’s curricula
CHINESE IMMERSION SCHOOL AT DE AVILA
GREEN SCHOOLYARD - DESIGN PROCESS

The school community at Chinese Immersion School at De Avila began a participatory schoolyard design process in February 2011 as part of the SFUSD 2006 Proposition A Bond's Green Schoolyard Program. The overall goal of the green schoolyard program is to enrich the school’s campus with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting and comfortable environment for students and adults.

1. PROJECT KICK-OFF

The Green Schoolyard Project at Chinese Immersion School at De Avila (CIS) began with meetings with school staff and family members to discuss the idea of enhancing the schoolyard. Landscape architect Lisa Howard and environmental planner Sharon Danks of Bay Tree Design, inc. led these meetings in March 2011, and presented schoolyard ecology slide shows to open the conversation and brainstorming sessions. The school community used these meetings to articulate their goals for the schoolyard’s future development and created a list of initial project ideas to be incorporated into the yard.

2. SCHOOLYARD RESEARCH

In March 2011, the Green Schoolyard Committee worked with Bay Tree Design to examine the school site’s existing physical conditions and uses. Some issues discussed included: pedestrian and bike circulation, sun and shade, ecology, existing uses, and opportunities for improvement. The information from the site walk was mapped (example shown, left) so that it could be discussed in more detail at the design workshop. Some students also participated by mapping their favorite and least favorite places onsite.

3. DESIGN WORKSHOP

A group of interested school staff and family members met again in April 2011 to participate in a design workshop organized by Bay Tree Design. At the workshop, the participants collaborated to draw the site design they envisioned for the school grounds. They developed their concepts based on the earlier site research and the goals and design ideas that sprang from the kick-off meetings.

4. CONCEPT PLAN

After the design workshop, Bay Tree Design reviewed the school community’s ideas and combined them to create a draft concept plan, which was reviewed by the principal and the school community. The completed concept plan (above) illustrates the school community’s consensus about the green schoolyard’s general direction and design in the years to come, and describes the intended uses for each area. The school community will select a portion of this plan to implement with their bond funds, and will pick a landscape architect to help them develop that portion of the design in more detail. Some ideas may also be incorporated into the site’s modernization construction work that is now underway.
SFUSD CONTRACT
XXXXX
AGREEMENT BETWEEN SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
XXXXX LANDSCAPE ARCHITECTS

This Agreement is dated for convenience XXXX XX, 2011, and is entered into between XXX LANDSCAPE ARCHITECTS (hereinafter "Consultant") and the San Francisco Unified School District (hereinafter “District”).

RECITALS

WHEREAS, The Consultant has experience and expertise in landscape design services;
WHEREAS, The District desires that the Consultant render professional services to provide Green Schoolyard Program design for XXX school related to the passage of the District’s Proposition A 2006 Bond Program,
WHEREAS, Consultant represents itself able and, for a consideration, willing to perform the services required by the District;

NOW, THEREFORE, for and in consideration of the promises hereinafter contained, the parties agree as follows:

1. AVAILABILITY OF FUNDS AND BUDGET AND FISCAL PROVISION AND TERMINATION IN THE EVENT OF NON-APPROPRIATION
   a. This Agreement is subject to the budget and fiscal policies, regulations, and practices of the District.
   b. The amount of the District's obligation hereunder shall not at any time exceed the amount herein stated.
   c. The District has no obligation to renew this Agreement after expiration of its term. If funds are appropriated for a portion of a fiscal year, this Agreement will terminate, without penalty, at the end of the term for which funds are appropriated.
   d. This section controls against any and all other provisions of this Agreement.

2. TERM OF THE AGREEMENT
   The Agreement shall become effective beginning XXXX XX, 2011 and shall terminate on or before XXXX XX, 2013.

3. SERVICES CONSULTANT AGREES TO PERFORM the consultant will perform all services as described in its proposal dated XXXX XX, 2011 attached to this Agreement.
4. **COMPENSATION**

The Consultant shall be paid as per its proposal dated XXXX XX, 2011 attached to this Agreement, for services rendered. Requests for compensation shall be monthly, complete with a breakdown of charges and receipts as applicable. Payments shall be made in a reasonable time upon approval that services have been rendered in a professional and timely manner as set forth in Section 3 of this Agreement. The amount of money to be paid to the Consultant under this Agreement shall not exceed **XXXXX dollars (US $XXXXX.XX)**. If the scope of work described herein is increased, the Agreement amount may also be increased provided that there is a prior written modification to the Agreement and a Board Resolution authorizing said increases. It shall be the responsibility of the Consultant to ensure that the total approved amount of the Agreement is not exceeded. Any work performed in excess of said amount shall not be compensated.

Contractor’s overhead and profit on change orders resulting from errors and omissions on the part of the Consultant shall be deducted from the Consultant’s fees.

5. **TERMINATION**

a. It is expressly understood and agreed that in the event the Consultant or the District fails to perform its obligations under this Agreement, this Agreement shall be terminated and all the Consultant’s and District’s rights hereunder ended. Termination shall be upon ten (10) days written notice to the defaulting party, and no work will be undertaken by Consultant after receipt of the notice. In the event this Agreement is terminated by the District pursuant to this paragraph; the Consultant shall be paid for services performed up to the date of termination.

b. It is further understood and agreed that the District may terminate this Agreement for the District’s convenience and without cause at any time by giving the Consultant thirty (30) days written notice of such termination. In such an instance, the Consultant shall be entitled to compensation for services performed up to the effective date of termination.

c. Upon receipt of written notice that this Agreement is terminated, the Consultant will submit an invoice to the District for an amount that represents the value of services actually performed up to the date of termination for which the Consultant has not previously been compensated as per paragraph 4 above. Upon approval and payment of this invoice by the District, the District shall be under no further obligation to the Consultant, monetarily or otherwise.

6. **INDEPENDENT CONTRACTOR**

The Consultant shall be deemed at all times to be an independent contractor and shall be wholly responsible for the manner in which it performs the services required of him pursuant to the terms of this Agreement. The Consultant shall be liable for any act or acts of its own, or its agents or employees, and nothing contained herein shall be construed as creating the relationship of employer and employee
between the District and the Consultant or its agents and employees. The Consultant shall also complete and file with the District the attached W-9 form.

7. MODIFICATION OF AGREEMENT
The parties may amend this Agreement in writing by mutual consent. Changes, including any increase or decrease in the amount of the Consultant's compensation, shall only be effective upon the execution of a duly authorized written amendment to this Agreement.

8. SUBCONTRACTING
The Consultant is prohibited from subcontracting this Agreement or any services provided pursuant to this Agreement unless such subcontracting is agreed to in writing and executed in the same manner as this Agreement. No party on the basis of this Agreement shall in any way contract on behalf of or in the name of the other party of this Agreement, and violation of this provision shall confer no rights on any party and shall be void.

9. ADMINISTRATIVE REMEDY FOR AGREEMENT INTERPRETATION
Should any question arise as to the meaning and intent of the Agreement, the matter shall, prior to any action or resort to any other legal remedy, be referred to the Superintendent who shall decide the true meaning and intent of the Agreement.

10. BANKRUPTCY
In the event that either party shall cease conducting business in the normal course, become insolvent, make a general assignment for the benefit of creditors, suffer or permit the appointment of a receiver for its business or assets or shall avail itself of, or become subject to, any proceeding under the Federal Bankruptcy Act or any other statute of any state relating to insolvency or the protection of rights of creditors, then at the option of the other party, this Agreement shall terminate and be of no further force and effect, and any property or rights of such other party, tangible or intangible, shall forthwith be returned to it.

11. CONSULTANT'S DEFAULT
Failure or refusal of the Consultant to perform or do any act herein required shall constitute default. In the event of any default, in addition to any other remedy available to the District, the District may terminate this Agreement pursuant to the terms of Section 6a herein. Such a termination shall not waive any other legal remedies available to the District.
12. **CONFLICT OF INTEREST**

Consultant understands and certifies that it does not know of any facts which constitute a violation of the California Political Reform Act, which states in part: "[N]o public official at any level of state or local government shall make, participate in making or in any way attempt to use its official position to influence a governmental decision in which he/she knows or has reason to know he/she has a financial interest.” (California Government Code Section 87100 et seq.)

Consultant also hereby certifies that no current Board member or employee of the San Francisco Unified School District, and no one who has been a Board member or an employee of the District within the last two years, has participated in bidding, selling or promoting this Agreement. Furthermore, Consultant certifies that no such current or former Board member or employee will derive any compensation, directly or indirectly, from this Agreement. Consultant understands that any violation of this provision of the Agreement shall make the Agreement voidable by the District.

13. **SEVERABILITY**

If any term or provision of this Agreement shall be found illegal or unenforceable, this Agreement shall remain in full force and effect and such term or provision shall be deemed stricken.

14. **AGREEMENT MADE IN CALIFORNIA**

This Agreement shall be deemed to be executed in, and shall be construed in accordance with, the laws of the State of California.

15. **INDEMNIFICATION**

A. With respect to professional services to be provided under this Agreement, the Consultant shall indemnify and hold harmless the San Francisco Unified School District, agents, and employees from and against any and all actions, claims, damages and losses, including attorney’s fees that may arise out of Consultant’s negligent acts, errors, or omissions caused by the Consultant.

B. With respect to claims arising under Consultant’s general liability coverage, the Consultant shall indemnify and hold harmless the San Francisco Unified School District, its agents, and employees from and against any actions, claims, damages or loss, including attorney’s fees that may arise out of Consultant’s activities in the performance of its services under this Agreement.

C. The Consultant shall indemnify and save harmless the District, its officers, agents, employees and members of the Board of Education from any claims, loss, damage, injury and liability of every kind, nature and description that may at any times arise from any infringement of any patent right, copyright, trade secret or any other proprietary right or trademark by any of Consultant’s officers, employees and/or agents by use or articles or services in the performance of this Agreement.
16. **INSURANCE**

   a. The Consultant shall procure and maintain during the term of this Agreement the following insurance:

      (1) Comprehensive General Liability Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence combined Single Limit for Bodily Injury and Property Damage.

      (2) Comprehensive or Business Automobile Liability Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage, including coverages for Owned, Non-owned and Hired Vehicles, as applicable.

      (3) Workers' Compensation Insurance, with Employer's Liability limits not less than $1,000,000.00 (one million dollars) each accident.

      (4) Professional Liability (E & O) Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence.

   If any policies are written on a claims-made form, Consultant agrees to maintain such insurance continuously in effect for three years following completion of this Agreement or extend the period for reporting claims for three years following the completion of this Agreement, such that occurrences which take place during the Agreement period shall be insured for three years following completion of the Agreement.

   b. The General Liability and Comprehensive Automobile Liability Insurance shall be endorsed to provide the following:

      (1) Name as additional insureds the San Francisco Unified School District, its Board, officers and employees.

      (2) That such policies are primary insurance to any other insurance available to the additional insureds, with respect to any claims arising out of this Agreement and that insurances apply separately to each insured against whom claim is made or suit is brought.

      (3) Thirty (30) days advance written notice to the District of cancellation, non-renewal or reduction in coverage.

   The Consultant shall provide the District with the appropriate certificate(s) of insurance prior to commencing performance. The Consultant shall also be obligated to notify the District in writing at least 30 (thirty) days in advance of any cancellation, non-renewal or reduction of any of its insurance policies required under this Agreement. Consultant also understands and agrees that the District may withhold payment for services performed for any violations of the insurance provisions of this Agreement.
17. **NON-DISCRIMINATION**

Consultant agrees that it shall not discriminate on the basis of sex, race, religious creed, national origin, age, marital status, sexual orientation, gender identity, AIDS/ARC/HIV status, or disability, in its performance under this Agreement. Contractor acknowledges that, pursuant to the Americans with Disabilities Act (ADA), programs, services, and other activities provided by a public entity to the public, whether directly or through a contractor, must be accessible to persons with disabilities. Contractor agrees not to discriminate against persons with disabilities in the provision of services, products, benefits, or activities provided in the Contract of Agreement, and further agrees that any violation of this prohibition on the part of the Contractor shall constitute a material breach of the Contract or Agreement.

18. **CRIMINAL BACKGROUND CHECKS**

Consultant agrees to comply with Education Code Section 45125.1, et seq. concerning fingerprinting employees and conducting criminal background checks through the California Department of Justice. The District is extending this requirement to all types of consultants if they are deemed to have more than limited contact with District students. The consultant shall assume all expenses associated with these background checks and shall immediately remove any employee or agent from District property who has been arrested or convicted of any serious or violent felony, as defined by the California Penal Code Sections 667.5 and 1192.7.

The District shall be the final arbiter of what constitutes "limited contact." The District may also, in its sole discretion, waive these provisions if it determines that emergency or exceptional circumstances exist which threaten student or staff safety if the work is delayed pending clearance. The Consultant's violation of this section shall constitute a default under Section 12 herein.

19. **PROPRIETARY INFORMATION OF DISTRICT**

The Consultant understands and agrees that, in its performance under this Agreement or in contemplation thereof, the Consultant may have access to private or confidential information which may be owned or controlled by the District and that such information may contain proprietary details, the disclosure of which to third parties will be damaging to the District, its employees or students. The Consultant also understands and agrees that the disclosure of such information may violate state and/or federal law and may subject the Consultant to civil liability. Consequently, Consultant agrees that all information disclosed by the District to the Consultant shall be held in confidence and used only in performance of the Agreement. The Consultant shall exercise the same standard of care to protect such information as is used to protect its own proprietary data.
20. **NOTICES TO THE PARTIES**

All notices to be given by the parties hereto shall be in writing and served by depositing same in the United States Post Office, postage prepaid and registered as follows:

**TO THE DISTRICT:** San Francisco Unified School District

ATTN: XXXXX

135 Van Ness Avenue Room 207
San Francisco, CA 94102

**TO THE CONSULTANT:** XXX LANDSCAPE ARCHITECTS

XXXXX Street
XXX, CA 9XXXX
(XXX) XXX-XXXX

21. **WAIVER**

Either party's failure at any time to enforce any default or right reserved to it, or to require performance of any of the Agreement's terms, covenants, or provisions by the other party at the time designated, shall not be a waiver of any such default or right to which the party is entitled, nor shall it in any way affect the right of the party to enforce such provisions thereafter.

22. **ASSIGNMENT**

It is understood and agreed that the services to be performed by the Consultant are personal in character and neither this Agreement nor any duties or obligations hereunder shall be assigned or delegated by the Consultant without the prior written consent of the District.

23. **OWNERSHIP OF THE RESULTS**

Any interest of the Consultant in studies, reports, memoranda, computation sheets or other documents prepared by the Consultant in connection with services to be performed under this Agreement shall become the property of and will be transmitted to the District. However, the Consultant may retain and use copies for reference and as documentation of its experience and capabilities, but only to the extent Consultant's use does not violate Section 18 of this Agreement.

24. **AUDIT AND INSPECTION OF RECORDS**

The Consultant agrees to maintain and make available to the District accurate books and accounting records relative to its activities under this Agreement. The Consultant will permit the District
to audit, examine and make excerpts and transcripts from such books and records, and to make audits of all invoices, materials, payrolls, records or personnel and other data related to all other matters covered by this Agreement, whether funded in whole or in part under this Agreement. The Consultant shall maintain such data and records in an accessible location and condition for a period of not less than three years after a final payment under this Agreement or until after final audit has been completed, whichever is later.

25. **SECTION HEADINGS**
   The section headings contained herein are for convenience in reference and are not intended to define the scope of any provision of this Agreement.

26. **ENTIRE AGREEMENT**
   The entire Agreement between the parties is included herein and no warranties, expressed or implied, representations, promises, or statements have been made by either party unless endorsed herein in writing, and no change or waiver of any provision hereof shall be valid unless made in writing and executed in the same manner as this Agreement.

   IN WITNESS WHEREOF the parties hereto have executed this Agreement the year and date first above written.

Resolution #: **XXX-XXXX**

_____________________________
CONSULTANT

By:_____________________________
Joseph Grazioli
Chief Financial Officer

____________________________________
David Goldin
Chief Facilities Officer

APPROVED AS TO FORM:

_____________________________
By:__________________________
Legal Counsel, SFUSD
**San Francisco Unified School District**  
**Consultant/Independent Contractor Agreement**  
**Criminal Background Check**

<table>
<thead>
<tr>
<th>Name of Independent Consultant/Contractor:</th>
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<tr>
<td>Services performing under the Agreement:</td>
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<td>Schools/Locations where services are being performed:</td>
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<td>Total amount to be paid by the District under this Agreement:</td>
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<td>Term of Agreement:</td>
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**Check the applicable box and fill in any blanks.**

1. I certify that none of my employees will have more than limited contact (as defined by the District) with District students during the term of the Agreement

2A. The following employees will have more than limited contact (as defined by the District) with District students during the term of the Agreement (attach and sign additional pages, as needed):

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2B. I certify that the employees noted in 2A above have been fingerprinted under procedures established by the California Department of Justice, and the results of those fingerprints reveal that none of these employees have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

**Certification by Contractor/Consultant**

"I certify that the information provided herein is true and accurate. I further acknowledge that during the term of my Agreement with the District, if I learn of additional information which differs from the responses provided above, I promise to forward this additional information to the District immediately."

<table>
<thead>
<tr>
<th>Consultant's Signature</th>
<th>Date</th>
<th>Administrator's Signature</th>
<th>Date</th>
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<tr>
<td></td>
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<td>David Goldin, Chief Facilities Officer</td>
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<th>Printed name of Consultant</th>
<th>Printed name of Administrator</th>
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PAGE 9 of 9
California Disabled Veteran Business Enterprise Program Requirements  
(REV. 9-15-03)

AUTHORITY. The Disabled Veteran Business Enterprise (DVBE) Participation Goal Program for state contracts is established in Public Contract Code (PCC), Section 10115 et seq., Military and Veterans Code, Section 999 et seq. and California Code of Regulations, Title 2 (2CCR), Section 1896.60 et seq.

The minimum DVBE participation percentage is 3% for this solicitation unless another percentage is specified in the solicitation.

INTRODUCTION. The bidder must document at least one of the options (A, B or C) in this document to comply with this solicitation’s DVBE program requirements. Bids or proposals (hereafter called “bids”) that fail to fully document one of the DVBE program requirements options shall be considered non-responsive and ineligible for award.

All information submitted by the intended awardee to comply with this solicitation’s DVBE requirements will be verified by the State. If evidence of an alleged violation is found during the verification process, the State shall initiate an investigation with this information in accordance with the requirements of the Public Contract Code, Section 10115, et seq. and the Military and Veterans Code, Section 999 et seq. and follow the investigatory procedures required by the California Code of Regulations, Section 1896.80.

Only State of California, Office of Small Business and DVBE Certification certified DVBEs who perform a commercially useful function relevant to this solicitation may be used to satisfy the DVBE program requirements. The criteria for performing a commercially useful function are contained on page 5, Resources & Information and California Code of Regulations, Title 2, Section 1896.61(l). Verify each DVBE subcontractor’s/supplier’s certification with the Office of Small Business and DVBE Certification Section to ensure DVBE eligibility.

To meet the DVBE program requirements, bidders must complete and fully document at least one of the following compliance options:

| Option A - Commitment to full DVBE participation | For a bidder who is a DVBE or who is able to meet the commitment to use identified DVBE(s) to fulfill the full DVBE participation goal. |
| Option B - Good Faith Effort | For a bidder documenting its completed effort, made prior to the bid due date, to obtain DVBE participation that may result in partial or no DVBE participation. |
| Option C - Business Utilization Plan | For a bidder using an annual plan (subject to approval) to satisfy DVBE participation requirements. Applies only to solicitations for goods and information technology. |

PLEASE READ ALL INSTRUCTIONS CAREFULLY. These instructions contain information about the DVBE program requirements, bidder responsibilities, and requirements for performing and documenting each of the three available options as detailed below. Bidders are responsible for thorough review and compliance with these instructions. Document your option selection on the attached STD Form 840, Documentation of Disabled Veteran Business Enterprise Program Requirements.
OPTION A – COMMITMENT -- Commit to meet or exceed the DVBE participation requirement in this solicitation by either Method A1 or A2. Bidders must document DVBE participation commitment by completing and submitting the attached STD 840. Failure to complete and submit STD 840 (Side 1) as instructed shall render your bid non-responsive.

The bidder must provide, prior to contract award, a written agreement signed by the bidder and each proposed DVBE subcontractor. The written agreement will include the DVBE scope of work, work to be performed by the DVBE, term of intended subcontract with the DVBE, anticipated dates the DVBE will perform required work, rate and conditions of payment, total amount of contract to be paid to the DVBE, and the percentage of the entire contract that will be awarded to the DVBE, with each DVBE subcontractor. If this information is contained in the bidder’s DVBE written agreement of intent, the agreement may be attached to the STD 840. If further verification is necessary, the state will obtain additional information to verify the above requirements.

Method A1. Certified DVBE bidder:

a. Commit to performing at least 3% of the contract bid amount (unless otherwise specified) with your firm or in combination with other DVBE(s).

b. Document DVBE participation on STD 840 (Side 1) and attach a copy of all applicable certifications.

c. A DVBE bidder working in combination with other DVBEs shall be requested to submit proof of its commitment by submitting a written agreement with the DVBE(s) identified in its bid’s STD 840. When requested, the written agreement must be submitted to the address or facsimile number specified and within the timeframe identified in the notification. Failure to submit the requested written agreement as specified may be grounds for bid rejection.

Method A2. Non-DVBE bidder:

a. Commit to using certified DVBE(s) for at least 3% (unless otherwise specified) of the bid amount.

b. When a bidder commits to less than the required 3% DVBE participation or its commitment may fall below 3% if specific line items/groups are not selected for award, then Option B, Good Faith Effort must be completed in addition to Option A, Commitment.

c. Document DVBE participation on STD 840 (Side 1) and attach a copy of the DVBE’s certification.

d. Prior to contract award, a bidder is to submit proof of their commitment by submitting a written agreement with the DVBE(s) identified in its bid’s STD 840. The awarding department contracting official named in this solicitation will contact each listed DVBE, by mail, fax or telephone, for verification of the bidder’s submitted DVBE information. The written agreement must be submitted to the address or facsimile number specified and within the timeframe identified in the notification. Failure to submit the written agreement as specified may be grounds for bid rejection.
OPTION B – GOOD FAITH EFFORT (GFE) performance and documentation requirements must be completely satisfied prior to bid submission if you are unable to obtain and commit to the full DVBE participation percentage goal (Option A) and do not exercise Option C. Perform and document the following Steps 1 through 5 on both sides of the attached STD 840 form. Failure to perform and document GFE Steps 1 through 5 as instructed, which includes properly completing and submitting both sides of STD 840, shall result in your bid being deemed non-responsive. Step 3, Advertisement, is required unless specifically waived for this solicitation due to time limits imposed by the awarding department.

Step 1 Awarding Department - Contact the department’s contracting official named in this solicitation to identify interested DVBEs. You must fully document this contact and describe the results on STD 840 (Side 2).

Step 2 Other State and Federal Agencies, and Local Organizations

STATE Contact the Department of General Services, Procurement Division’s (DGS-PD) Office of Small Business and DVBE Certification (OSDC) to obtain a list of certified DVBEs by telephone at (916) 322-5060 for the 24-hour automated telephone system or (916) 375-4940 for the receptionist during normal business hours. This information can also be obtained by searching the online database at http://www.pd.dgs.ca.gov/smbus. Begin by selecting Certified Firm Inquiry Services, then search by using either the Keyword Search or the Standard Query options. You must fully document this contact and describe the results on STD 840 (Side 2).

FEDERAL Search the U.S. Small Business Administration’s (SBA) online database (Pro-Net) at http://www.pro-net.sba.gov to identify potential DVBEs. Select these minimum options in the following sequence: select Search Database; select CA under “State”; select Service Disabled Veteran under “Other Ownership Data”; and “Search Using These Criteria” at the page bottom. The database takes a few moments to query, and then your list will appear on your screen. You may select other criteria to focus your search. You must fully document this contact and describe the results on STD 840 (Side 2).

LOCAL Contact at least one local DVBE organization to identify DVBEs. For a list of local DVBE organizations, please refer to the DVBE Resource Packet that may be accessed online (http://www.pd.dgs.ca.gov/smbus - select “DVBE Resource Packet”) or obtain a hardcopy by requesting it from DGS-PD Office of Small Business and DVBE Outreach and Education (see the Resources & Information page). You must fully document your contact with local DVBE organizations and describe the results on STD 840 (Side 2).

Step 3 Advertisements are mandatory unless waived by the awarding department.

CONTENT REQUIREMENTS: Include all of the following in your advertisement(s): (1) company name; (2) contact name; (3) address; (4) telephone and facsimile (if applicable) numbers; (5) e-mail address (if applicable); (6) the state’s solicitation number(s); (7) goods and/or services for which the state is soliciting; (8) the location of the work to be performed; and (9) the State’s bid(s) due date and/or your due date for receiving DVBE responses.

HOW MANY & WHERE TO PUBLISH: Bidders must publish two (2) ads, one (1) each in a trade paper and a DVBE focus paper unless the paper is dual purpose (fulfilling both trade and focus requirements as defined in California Code of Regulations, Title 2, Section 1896.61(k)), in which case one (1) ad is acceptable. Please see the DVBE Resource Packet for a list of acceptable publications.

WHEN: Ads must be published after the solicitation’s release date and at least 14 days prior to the bid due date, unless a different time period is expressly established in this solicitation.

DOCUMENT & SUBMIT: On STD 840 (Side 2), document the publication name(s) in which you published advertisement(s), the contact name and phone number, and date of publication. Include a copy(ies) of the advertisement(s) with your bid.
Step 4 Invitations to Participate

**WHO:** Invite (solicit) DVBEs who can provide relevant goods and/or services to this solicitation to subcontract with you. Conducting Steps 1 through 3 produces a list of DVBEs from which you may choose potential DVBEs subcontractors/suppliers to contact. Bidders are advised to contact as many DVBEs (who provide relevant goods and/or services in the applicable location(s)) as possible. Non-California-certified DVBEs are not eligible -- please refer those DVBEs to the OSDC to learn about certification (see the Resources & Information page for contact information).

**FOR WHAT:** Solicit DVBEs for goods and/or services relevant to the state’s solicitation. If you are unable to identify specific portion(s) of the proposed contract to subcontract, the state encourages bidders to avoid making a predetermination that no DVBEs are able to perform without first contacting and soliciting participation from them. This allows DVBEs to respond whether they can or cannot provide any goods or services related to the solicitation, and provides a bidder with responses for consideration.

**HOW TO INVITE & CONTENT REQUIREMENTS:** Written invitations are required. At a minimum, invitations must contain all of the following: (1) company name; (2) contact name; (3) address; (4) phone and facsimile (if applicable) numbers; (5) return e-mail address (if applicable); (6) the state’s solicitation number; (7) goods and/or services for which the state is soliciting; (8) location of work; and (9) the State’s bid(s) due date and/or your due date for receiving DVBE responses.

**WHEN:** Provide DVBE’s with a reasonable time period to receive and respond to your invitation, and to be considered by you for participation as described in Step 5, prior to your bid submission.

**DOCUMENT & SUBMIT:** Bidders must document the completed contacts on STD 840 (Side 1), Section A. Attach additional copies of STD 840A as necessary to list your DVBE contacts. You are required to attach a copy of: (1) each invitation or offer sent by letter, fax or e-mail; and (2) confirmation of transmittal or delivery. Your bid shall be considered non-responsive if it fails to include copies of the written invitations and delivery confirmations.

Step 5 Consider all responding DVBEs for contract participation. Consideration must be based on business needs for the contract and the same evaluation criteria must be applied to each potential DVBE subcontractor/supplier offering the same goods and services. You must document on STD 840 (Side 1), Section A any firm(s) selected for participation; or if not selected, the reason for non-selection. Attach additional copies of STD 840A as necessary to list all of your DVBE contacts.

**OPTION C – THE DVBE BUSINESS UTILIZATION PLAN (BUP) option permits bidders to submit an approved DVBE BUP to satisfy DVBE participation solicitation requirements up to 3%. DVBE BUPs apply only to solicitations for goods and information technology (IT) goods and services.** DVBE BUPs are a company’s commitment to expend a minimum of 3% of its total statewide contract dollars with DVBEs -- this percentage is based on all of its contracts in the State, not just those with the State. DVBE BUPs must be submitted to and approved by the DGS-PD prior to the bid due date. Please call the DGS-PD, Office of Small Business and DVBE Outreach and Education for assistance. Bidders choosing this option must properly complete and submit STD 840 (Side 1) and include a copy of its approval letter with the bid; failure to submit these documents shall render your bid non-responsive.
RESOURCES AND INFORMATION

For assistance in preparing a responsive participation document, contact the contracting official at the awarding department for this solicitation. In accordance with Public Contract Code Section 10115.2(b)(3), bidders must advertise in trade and focus publications unless the requirement is waived. The Department of General Services, Procurement Division (DGS-PD) publishes a list of trade and focus publications to assist bidders in meeting these contract requirements. To obtain this list, please contact the DGS-PD Office of Small Business and DVBE Outreach and Education and request the “DVBE Resource Packet.”

U.S. Small Business Administration (SBA)
*Internet contact only – see instructions for website navigation*
PRONET Database: http://www.pro-net.sba.gov

FOR: Service-Disabled Veteran-owned businesses in California
( Remember to verify each DVBE’s California certification.)

Local Organizations (see the DVBE Resource Packet available from DGS-PD DVBE Program Section listed below)

FOR: List of potential DVBE subcontractors

DGS-PD Office of Small Business and DVBE Certification (OSDC)
707 Third Street, Room 400, West Sacramento, CA 95605
Website: http://www.pd.dgs.ca.gov/smbus

24-hour automated information & document requests: (916) 322-5060
Receptionist: (916) 375-4940
Fax: (916) 375-4950

DGS-PD Office of Small Business and DVBE Outreach and Education
707 Third Street, 2nd Floor, West Sacramento, CA 95605
Voice, 8 am—5 pm: (800) 559-5529
Fax: (916) 375-4597

FOR: Directory of Certified DVBEs Certification Applications Certification Information Certification Status, Concerns


Advertisement Format Example

This example offers a suggested format that includes required information outlined in Option B, Good Faith Effort, Step 3. You can substitute the applicable information for the bolded, italicized words.

DVBEs are invited to participate as a potential subcontractor/supplier to perform a commercially useful function specific to DGS’ IFB No. 12345 for fencing materials in Chowchilla.
DVBE responses due to me 1/1/02;
Bids due to the State 1/15/02.
Contact: ABC Company
Jane Doe, General Manager
123 Main Street, Sacramento, CA 95814
voice: 555/555-5555; fax: 555/555-5556 or e-mail: jane.doe@abcco.com

Commercially Useful Function Definition

California Code of Regulations, Title 2, § 1896.61(l):
The term “DVBE contractor, subcontractor or supplier” means any person or entity that satisfies the ownership (or management) and control requirements of Section 1896.61(f); is certified in accordance with Section 1896.70; and provides services or goods that contribute to the fulfillment of the contract requirements by performing a commercially useful function. A DVBE contractor, subcontractor or supplier is considered performing a commercially useful function when it meets the following criteria:

(1) The business concern is: responsible for the execution of a distinct element of the work of the contract; carrying out its obligation by actually performing, managing or supervising the work involved; and performing work that is normal for its business services and functions, and

(2) The business concern is not further subcontracting a greater portion of the work than would be expected by normal industry practices.
Designation Of Option  Check the appropriate box(es) to indicate the option(s) with which you choose to comply, complete the applicable sections and attach the required supporting documentation. You are advised to read all instructions carefully prior to completing this form. Remember that only California certified DVBEs who can provide related goods and/or services may be used to satisfy these program solicitation requirements.

- OPTION A – I commit to meeting the full DVBE contract participation requirement.
  Complete STD 840, Section A.

- OPTION B – I performed and documented a Good Faith Effort (GFE) in an attempt to obtain DVBE participation.
  Complete STD 840, Section A (for GFE Steps 4 & 5) and STD 840 (REVERSE), Section B (for GFE Steps 1–3).

- OPTION C – I submit a copy of my firm’s “Notice of Approved DVBE Business Utilization Plan.”

A. Full information must be provided.

For contract participation commitment, at least one DVBE must be listed. DVBEs must perform a commercially useful function. List the specific goods and/or services with the dollar and/or percentage value(s) that the DVBE(s) commit(s) to provide and the DVBE’s tier (prime contractor = 0, subcontractor to prime contractor = 1, subcontractor to Tier 1 subcontractor = 2, etc.). If both the estimated dollar amount and percentage are listed, the higher value supercedes. Attach additional pages to list all other DVBE subcontractors/suppliers (you may use STD 840A).

During contract performance, all requests for substituting named DVBEs must be made in accordance with the provisions of California Code of Regulations, Title 2, Section 1896.64(c).

For Good Faith Effort (GFE), use this section to document your first completed contacts with (Step 4), and consideration of (Step 5), relevant DVBEs. Business reasons for non-selection must be documented. Attach additional pages to list all other DVBE contacts (you may use STD 840A). Copies of all written invitations and delivery confirmations must also be attached and submitted with the bid.

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name (If you are the Prime and a DVBE enter your name, otherwise enter the solicited subcontractor.)</th>
<th>DVBE Contact Name &amp; Reference #</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
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Street Address, City, State and Zip Code

☐ Yes, I am, or I will subcontract with, the listed DVBE to provide the following goods and/or services:

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<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
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OR ☐ No, I am unable to subcontract with the DVBE for the following business reasons:

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<th>Date Contacted</th>
<th>DVBE Company Name</th>
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<th>DVBE Contact Name</th>
<th>Telephone Number</th>
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Street Address, City, State and Zip Code

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Both sections must be completed for Good Faith Effort.

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Street Address, City, State and Zip Code

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Both sections must be completed for Good Faith Effort.

ATTACH ADDITIONAL PAGES (OR USE STD 840A) TO LIST ALL OTHER DVBE CONTACTS

Go to Side 2, Section B to continue Good Faith Effort documentation ☰
B. Documentation of Good Faith Effort Steps 1, 2 and 3—Remember to carefully read all instructions prior to completing this form. Please refer to the Resources & Information page for detailed contact information and a sample advertisement format.

**STEP 1. Contact the Awarding Department** (the contracting official, unless another contact is specified) to identify potential DVBE subcontractors/suppliers, and document this contact as required.

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<th>Contact Name</th>
<th>Telephone Number</th>
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Describe Result

**STEP 2. Contact all of the following and document your contacts as required:** Other state and federal agencies and local organizations to identify potential DVBE subcontractors/suppliers.

- **Other State Agency** – Procurement Division, Office of Small Business and DVBE Certification (Certification Office)
  - Date
  - Telephone Number
  - Describe Result
  - I contacted the Certification Office for a list of California certified DVBEs.
  - I searched the Certification Office’s online database to identify California certified DVBEs.

  - **Federal Agency** – U.S. Small Business Administration (SBA) online database
    - Date
    - Internet Address
    - Describe Result
    - I searched the federal online database for California DVBEs.

  - **Local DVBE Organizations** – Contact at least one local DVBE organization—refer to the DVBE Resource Packet for a list of acceptable contacts. (http://www.pd.dgs.ca.gov/smbus - select “DVBE Resource Packet”)
    - Date
    - Organization Name
    - Contact Name
    - Telephone Number and/or Internet Address
    - Describe Result

**STEP 3. Publish advertisements:** Two (2) advertisements: One (1) ad in an accepted trade paper; and one (1) ad in an accepted DVBE focus paper (please see the DVBE Resource Packet for a list of all accepted publications); unless the paper is dual purpose (fulfilling both trade and focus requirements), in which case one (1) ad is acceptable. Document this step as required and remember to attach a copy of your advertisement(s).

<table>
<thead>
<tr>
<th>Focus Paper Name (list full name)</th>
<th>Contact Name</th>
<th>Telephone Number</th>
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Address

Date Ad Published

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<th>Trade Paper Name (list full name)</th>
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Address

Date Ad Published

[ ] I certify the ad was placed to reach both trade and focus audiences through this one publication.
### ADDITIONAL DISABLED VETERAN BUSINESS ENTERPRISE CONTACTS


**This document may be used as a continuation from Section A, STD 840 (REV. 9-15-2003)**

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☐ No, I am unable to subcontract with the DVBE for the following business reasons:
**DVBE Program Requirements Supplier Checklist (REV. 9-15-2003)**

Please do not submit this checklist with your bid. It is provided for your use only. Checking every box of your elected compliance option does not guarantee that your bid will be evaluated compliant.

### OPTION A: COMMITMENT TO DVBE CONTRACT PARTICIPATION

- STD 840 included with bid
- DVBE Written Agreement
- Designated the Commitment Option – Checked the first box
- Listed at least one California certified DVBE subcontractor
- Checked the box(es) for “Yes …”
- Listed specific goods and/or services DVBE(s) agrees to provide
- Proposed DVBE contract performance is a “commercially useful function” relevant to the contract
- Listed the estimated dollar amount and/or percentage of contract for the DVBE’s participation
- Proposed DVBE participation meets the 3% requirement (unless a different percentage is specified)
- Attached a copy of the DVBE’s certification letter from the Department of General Services

### OPTION B: GOOD FAITH EFFORT (GFE)

- STD 840 included with bid
- Designated the GFE Option – Checked the second box
- (Step 4) Listed all DVBEs contacted and invited to perform on the proposed contract
- Confirmed that listed DVBEs are California certified
- Attached copies of the invitations sent to the listed DVBEs
- Invitations included the required contact information
- Attached copies of the delivery confirmations for invitations to DVBEs (e.g. mail receipts, fax confirmations, etc.)
- (Step 5) Checked the “No” boxes and listed the business reasons for non-selection of DVBEs contacted
- (Step 1) Contacted the Awarding Department and listed contact and results
- (Step 2) Contacted Other State agency (Office of Small Business and DVBE Certification) and listed the contact and results
- (Step 2) Searched the Federal Pro-net internet database and noted the results
- (Step 2) Contacted Local DVBE Organization(s) and listed the contact and results
- (Step 3) Advertised – IF NOT WAIVED
  Listed full information for the advertisement(s) and publication(s)
  [2 ads in one trade and in one DVBE focus publication; OR 1 ad in one dual-purpose publication]
- Attached a copy of the advertisement(s)
- The advertisement(s) were published at least 14 days prior to the bid due date
- The advertisement(s) included my required contact information

### OPTION C: BUSINESS UTILIZATION PLAN (BUP)

- Prior to the bid due date -- Submitted a BUP to DGS-PD and received approval
- STD 840 included with bid
- Designated the BUP Option – Checked the third box
- Attached a copy of the BUP Approval letter from DGS-PD
FEE PROPOSAL TEMPLATE

School Name: _______________________________ Greening Project

DESIGN PHASE

- Schematic Design: $ __________
- Design Development: $ __________
- Construction Documents: $ __________

DESIGN PHASE SUBTOTAL: $ __________

CONSTRUCTION PHASE

- Construction Bid & Procurement: $ __________
- Construction Administration: $ __________
- Project Close-out, Warranty and Record Drawings: $ __________

CONSTRUCTION PHASE SUBTOTAL: $ __________

<SCHOOL NAME> TOTAL CONTRACT AMOUNT: $ __________

Notes:
1. Maximum value is 70% of contract amount per site
2. Maximum value is 5% of contract amount per site
3. Minimum value is 5% of contract amount per site